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ABSTRACT

Summer-term projects are an important component of the federal Migrant Education Program (MEP), legislated under Title I of the Elementary and Secondary Education Act. In 1998, a nationally representative survey of MEP summer projects examined project characteristics, types of instructional and support services offered, and the projects' student records systems. About 1,700 MEP summer-term projects operated for an average of 6 weeks in 1998, serving about 262,000 migrant students. The majority of projects enrolled less than 100 students, served students of all ages, and were located in rural areas. About a third of projects and half of the students served were located in California or Texas. States provided various types of technical assistance to the projects. Almost all projects provided reading instruction; over two-thirds offered math or science instruction or bilingual education. Many projects also offered social science instruction, preschool education, special education, or high school equivalency instruction. The most common support services provided by projects were home-school liaison, transportation, and meals. Projects were less likely to provide medical or dental services, counseling, clothing, or day care. Data were also gathered on student records availability and project practices for creating, updating, and transmitting student records. Appendices present sample methodology, data reliability, definitions, detailed statistical data tables, and the survey questionnaire. (Contains 12 tables and 13 figures.) (Author/SV)

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Statistical Analysis Report

February 2000

Title I Migrant Education Program Summer Term Projects, 1998

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Statistical Analysis Report February 2000

Title I Migrant Education Program Summer Term Projects, 1998

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EXECUTIVE SUMMARY

Migrant students are a unique at-risk population. They face frequent educational interruptions as their families relocate to obtain seasonal or temporary employment in agriculture or fishing. In addition, migrant students' academic difficulties may be compounded by other problems including poverty, language barriers, and unique health problems. To provide supplemental instructional and support services that address the special needs of these students, Congress first legislated the Migrant Education—Basic Grant Program (MEP) under Title I, Part C, of the Elementary and Secondary Education Act of 1966, and reauthorized the program in 1994. A key requirement of the program is the maintenance and timely transmission of student records when the students change schools.

Summer-term projects are an important component of the MEP. They are designed to provide continuity of instruction for migrant students who experienced educational disruptions during the school year (U.S. Department of Education 1999).

To investigate the services provided by MEP summer-term projects and to document the record maintenance and transmittal procedures used by these projects, a nationally representative survey of 1998 MEP summer-term projects was conducted by the National Center for Education Statistics (NCES) through its Fast Response Survey System (FRSS). Specifically, information was collected on (1) project characteristics, including enrollment size, type of population served, and technical assistance received from the project's state; (2) types of instructional and social support services offered, such as reading and math instruction, health services, transportation, and food; and (3) projects' student records systems, including the types of student information available and the ways in which records are transmitted, received, and used by MEP summer-term projects.

Key Findings

Program Characteristics

About 1,700 Migrant Education Program summer-term projects operated in 1998. These projects provided instructional and support services for about 262,000 migrant students during that time. MEP summer-term projects operated an average of 6 weeks during 1998. These programs typically began in June (69 percent) or July (21 percent) and ran through July (50 percent) or August (40 percent).

Most MEP summer-term projects operating in 1998 were small: 58 percent of the projects had student enrollments of less than 100, while 21 percent of the projects had enrollments of 100 to 250, and another 21 percent of projects had enrollments greater than 250. MEP summer-term projects were more likely to serve students of all ages than only elementary-age students (63 compared with 34 percent). Projects were also more likely to be located in rural than suburban communities (54 compared with 36 percent), and least likely to be found in urban communities (11 percent).

Types of Services Offered by MEP Summer-Term Projects

To help migrant students meet their state's content and performance standards, a top priority of MEP summer-term projects is to provide a range of supplemental educational instruction for these students. MEP summer-term projects operating in 1998 provided instructional services in core academic areas (reading, other language arts, math, science, and social science) and other instructional areas and activities. Most of the projects provided instruction in reading (96 percent), other language arts (88 percent), and

math (87 percent), although they were less likely to provide science instruction (57 percent) or social science instruction (48 percent). A substantial proportion of MEP summer-term projects also provided instruction in other areas. For example, a majority of the projects (69 percent) offered bilingual education, about half offered preschool education, and close to one-third offered special education and GED or high school equivalency instruction.

Migrant children were provided with specific support services to overcome some of the problems that might impede their ability to do well in school. The most common support services provided by MEP summer-term projects were home-school liaison/social worker/advocate (84 percent of projects), transportation (78 percent), and meals (68 percent). Projects were less likely to provide medical or dental treatment, personal life counseling, medical or dental screening, and clothing (between 36 to 43 percent), and they were least likely to provide day care services for their students' families (13 percent).

The proportion of MEP summer-term projects offering various support services—medical or dental screening, meals, medical or dental treatment, clothing, transportation, and home-school liaison, and day care—differed somewhat by enrollment size; projects with enrollments of fewer than 100 students were less likely than larger projects to provide any of the services. For example, the proportion of projects offering meal services ranged from 56 percent for projects with fewer than 100 students to 84 percent for larger projects.

Availability and Transmission of Migrant Student Records

Timely transfer of student records is important to provide continuity in addressing the needs of migrant students (U.S. Department of Education 1999). To explore the extent to which MEP summer-term projects in 1998 had immediate access to student records, the survey asked about the proportion of students for whom academic records, student portfolios, or other indicators of school performance were available. Records were available at the start of the project for 74 percent of students. These records were most likely already on file because the majority of students served by the projects were enrolled in the school district for at least part of the 1997-1998 school year. For students without available records at the start of the project, records for 10 percent were obtained within the first week of attendance, and records for an additional 4 percent of the students were received after the first week. However, for 12 percent of students enrolled in 1998 MEP summer-term projects, various academic records were never obtained.

Almost all MEP summer-term projects (90 percent) reported that information on last grade completed was available for all or most of their students. In addition, about half of the projects had records containing achievement test scores for all or most of their students, and 41 percent of the projects had transcript records for all or most of their students. Reporting on the availability of other types of student data, about two-thirds of MEP projects indicated that health data and information on students' limited English proficiency were available on records for all or most of their students.

Projects reported that a majority of migrant students' records were already on file (74 percent). For records not already on file, 7 percent were obtained by request from the students' previous schools, 4 percent were automatically sent by the previous schools or obtained through a multistate electronic database, 3 percent were obtained through a state MEP office or hand-carried by parents, and 2 percent were obtained through an informal briefing with the students' previous schools.

Forwarding records to the students' next schools was the most common method of transmitting student records at the completion of the 1998 summer term; 60 percent of the projects indicated they always or usually transmitted records this way. Projects were less likely to report that they always or usually held records until they were requested by the students' next schools or forwarded records to the state MEP office (44 percent). They were least likely to forward records to a multistate MEP database (24 percent) or to give records to students to hand-carry (11 percent).

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1. INTRODUCTION

Migrant students have been targeted by federal policy for at-risk students for over three decades (Strang and von Glatz 1999). Migrants are migratory workers, or the children or spouses of migratory workers, who relocate in order to obtain seasonal or temporary employment in agriculture or fishing. The educational disruptions that result from repeated moves and irregular attendance often impede migrant students' chances for school success. In addition, migrant students' academic difficulties may be compounded by other problems including language barriers, poverty, and unique health problems (Leon 1996).

The Migrant Education Program (MEP), authorized under Title I, Part C, of the Elementary and Secondary Act (ESEA), was legislated in 1966 to provide supplemental instruction and support services for qualifying migrant children. Under this program, migrant students of ages 3 to 21 are eligible to receive federally funded MEP services if the student has made an eligible move within the preceding 3 years.[1] To establish a national system of counting and tracking the students as they move from school to school, the Migrant Student Records Transfer System (MSRTS) was legislated in 1969. However, the system was eliminated in 1994 because it was costly and did not transfer student records efficiently (U.S. Department of Education 1999).

MEP summer-term projects are an important component of the Migrant Education Program. They are designed to provide continuity of instruction for migrant students who experienced educational disruptions during the school year (U.S. Department of Education 1999). Although participation in summer-term projects has increased substantially in recent years, there are few studies that focus on the services they provide. To explore the extent to which summer-term projects operating in 1998 addressed the special needs of migrant students, this survey provides data about various types of instructional and support services that were available to migrant students. Another purpose of the study is to provide a description of how the projects maintain and transmit migrant student records.

Special Needs of Migrant Students

Migrant students share many of the problems faced by children from similar socioeconomic backgrounds. For instance, migrant students are among the most economically disadvantaged groups in the nation (U.S. Department of Education 1999), and many migrant students have limited English proficiency (Strang and von Glatz 1999). However, the very nature of migratory lifestyles and agricultural work produces unique problems that compound the risks migrant children share with other disadvantaged groups. Migrant children experience considerable education disruptions due to repeated moves and irregular school attendance. In addition, migrant families typically live in isolated farming communities, and they are vulnerable to the health hazards of agricultural work (Leon 1996).

Migrant students may need supplemental instructional services to overcome some of the academic difficulties that result from frequent educational disruptions and from language barriers to educational success. On average, these students lag behind their peers in academic achievement (U.S. General Accounting Office 1994), and they have exceptionally high dropout rates, ranging

[1] In this study, a migrant student is defined as a person *below* 21 years of age and without a high school diploma who is, or whose parent, spouse, or guardian is, a migratory agricultural worker (including a migratory dairy worker or fisher), and who has changed school districts in the preceding years in order to (a) obtain temporary or seasonal employment in agricultural or fishing work or (b) accompany or join a parent, spouse, or guardian who moves to obtain temporary or seasonal employment in agricultural or fishing work (Office of Migrant Education). An eligible move is one in which workers and their families change school districts because they moved to find temporary agricultural or fishing work.

between 45 and 65 percent for high school students (Morse and Cahape Hammer 1998). The academic difficulties experienced by migrant students may be exacerbated by other factors, including poverty, health problems, and relative isolation from the community. Therefore, migrant students may need various support services in order to benefit from academic opportunities made available under the MEP. For example, migrant students may have a special need for health services because they typically face different and more complex health problems than the general U.S. population: migrant families suffer more frequently from dental diseases and infectious diseases such as tuberculosis and contact dermatitis (Leon 1996).

The Migrant Education Program

In recognition of the special needs of migrant students, the Migrant Education—Basic Grant Program was legislated in 1966 as an amendment to Title I of the Elementary and Secondary Education Act. Following the reauthorization of MEP in 1994, the program currently operates under the authority of Title I, Part C of the Improving America's Schools Act (IASA) of 1994 to provide formula grants to states for the provision of supplemental education and support services for migrant children (U.S. Congress 1994). The Migrant Education Program is designed to:

- "Establish a priority for the services for migratory children whose education has been interrupted during the school year and who are failing, or at risk of failing, to meet their state's content and performance standards;
- Ensure that migrant children are provided with appropriate educational services (including support services such as health and social services) that address their special needs in a coordinated and efficient manner;
- Require that states transfer student records and other data to other states and schools as students migrate;
- Target the most recently mobile children, who experience the most disruption in schooling, by limiting the population counted to those who have moved within the previous three years; and
- Encourage the formation of consortia of states and other appropriate entities to reduce administrative and other costs for state MEPs and to make more funds available for direct services for children" (U.S. Department of Education 1999).

MEP is administered by the Office of Migrant Education (OME) through federal grants to states. MEP funds are used to ensure that eligible migrant children are provided with instructional and support services that address the students' special needs. MEP services are usually administered by schools, districts, and/or other public or private organizations, and they may be provided during the regular school year and summer sessions (U.S. Department of Education 1998).

MEP summer-term projects play an important role in providing supplemental education to students whose education has been disrupted during the school year. These projects offer concentrated, intensive learning experiences that are coordinated with students' instructional program during the regular term (U.S. Department of Education 1999). In general, MEP services offered to migrant students in the summer tend to cover a wider range of activities than services offered during the regular school year (Rosenthal and Pringle 1993).

MEP Student Participation

Migrant students are eligible for MEP-funded instructional and support services if they change school districts because their families moved to find temporary agricultural or fishing work. Before the 1995-1996 school year, migrant children were eligible for program services for up to 6 years from their qualifying move. However, based on current legislation, migrant students of ages 3 to 21 are eligible for MEP services if they (or their parents or other family member) have made an eligible move within the preceding 3 years.

State estimates on MEP participation rates suggest that, overall, migrant student participation in MEP projects has increased over the past decade, with summer-term participation growing faster than the regular term (U.S. Department of Education 1998). However, between 1995 and 1997, regular-term MEP participation decreased slightly while summer-term participation increased considerably.[2] For example, states reported about 473,000 MEP participants during the regular terms in 1996-1997 school year and 283,000 in the summer of 1997.[3] These estimates reflected a 3 percent decrease in regular-term participation, but a 28 percent increase in summer-term participation from the previous year.

The nation's migrant students are not evenly distributed across the country. In a study conducted by the U.S. Department of Education in 1998, estimates provided by states showed that the majority of migrant students were located in two states: California and Texas (table 1). For example, California accounted for 37 percent of migrant students participating in the 1996-1997 summer-term projects, and Texas accounted for another 14 percent of the students. Each of the other states accounted for 5 percent or fewer summer-term migrant student participants for the same year. Similar patterns were observed for the 12-month count of eligible migrant students.

Migrant Student Records

Timely transfer of migrant student records is important to facilitate inter- and intrastate coordination in the provision of instructional and support services for migrant students (U.S. Department of Education 1999). To ensure continuity in the provision of appropriate MEP instructional services as migrant students move from school to school, and to avoid duplication of services or inappropriate placement of students, it is important that records be available, complete, and timely (Cahape 1993). For instance, relevant educational data, including information about grade level, skill levels (e.g., test scores) and participation in special programs (e.g., English as a second language or special education) may be used to assess students' instructional needs. Health records are also important. For example, students may not be able to enroll in the MEP project without immunization records. In addition, because educational well-being tends to be influenced by physical well-being, and because migrant children may have complex health problems, relevant health records can be used to identify physical conditions that might affect students' learning capabilities.

In recognition of the importance of migrant student records, the Migrant Student Records Transfer System (MSRTS) was established in 1969 as a twin component of MEP to operate as a national computerized records system to maintain and transmit migrant student records. Although MSRTS was discontinued, the new MEP statute reiterated that adequate maintenance and transmission of student records should remain an important component of the program, and states were expected to take primary responsibility for putting mechanisms in place to meet the record-keeping requirements of MEP (U.S. Department of Education 1999, Wright, 1995).

There is some available information on how states currently maintain and transmit migrant records. Unpublished tabulations indicate that state and districts tend to rely more on mail and telephone or fax than electronic means to transfer migrant student records (U.S. Department of Education 1999). In addition, a recently published report of schoolwide programs indicated that while schools were more likely to obtain and send migrant student records by mail than other means of records transfer, they also used fax, phone, or electronic methods (Strang and von Glatz 1999).

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[2] A major factor associated with the decline in regular school-term MEP participation rates is the change in eligibility requirements. Proportionately fewer migrants were eligible for MEP instructional services after the 1994-1995 school year because the period for qualifying moves was reduced from 6 years to 3 years in 1995-1996.

[3] Participant counts are unduplicated counts within states but are duplicated at the national level because each state counts and reports participants as they migrate across the country. Therefore, national level data may represent overcounts of the number of participants receiving MEP services nationally.

Table 1.—Number and percent distribution of Title I Migrant Education Program (MEP) participants, by 12-month counts and summer/intersession counts used for funding purposes, by 50 states, the District of Columbia, and Puerto Rico: 1996-1997

State by rank order of enrollment	12-month count		State by rank order of enrollment	Summer/intersession	
	Number	Percent distribution		Number	Percent distribution
Total	734,884	100.00	Total	282,242	100.00
California	208,739	28.40	California	104,737	37.11
Texas	115,043	15.65	Texas	40,173	14.23
Florida	51,839	7.05	Florida	14,519	5.14
Washington	31,057	4.23	Arizona	9,760	3.46
Oregon	25,243	3.43	Michigan	9,614	3.41
Kentucky	22,762	3.10	Oregon	9,205	3.26
Kansas	20,780	2.83	Colorado	7,782	2.76
Arizona	17,955	2.44	Pennsylvania	6,636	2.35
Michigan	17,567	2.39	Washington	6,389	2.26
Puerto Rico	15,074	2.05	Kentucky	6,287	2.23
Arkansas	14,358	1.95	New York	6,271	2.22
Alaska	13,763	1.87	North Carolina	5,983	2.12
Georgia	13,577	1.85	Indiana	5,138	1.82
Pennsylvania	12,129	1.65	Idaho	4,198	1.49
North Carolina	11,710	1.59	Louisiana	3,566	1.26
Nebraska	11,013	1.50	Georgia	3,513	1.24
Idaho	10,886	1.48	Alabama	3,202	1.13
New York	10,790	1.47	Kansas	3,164	1.12
Colorado	10,667	1.45	Illinois	2,688	0.95
Minnesota	10,006	1.36	Alaska	2,475	0.88
Maine	9,791	1.33	Minnesota	2,450	0.87
Indiana	7,237	0.98	Massachusetts	2,314	0.82
Alabama	6,393	0.87	Ohio	2,227	0.81
Oklahoma	5,785	0.79	Utah	2,225	0.79
Louisiana	5,783	0.79	Connecticut	1,907	0.68
Connecticut	5,237	0.71	Nebraska	1,551	0.55
Ohio	5,200	0.71	Arkansas	1,537	0.54
Illinois	4,808	0.65	Maine	1,400	0.50
Missouri	4,234	0.58	New Jersey	1,004	0.36
Massachusetts	4,174	0.57	South Carolina	1,004	0.36
Iowa	4,051	0.55	Montana	930	0.33
Mississippi	3,312	0.45	Puerto Rico	909	0.32
New Mexico	2,597	0.35	North Dakota	887	0.31
New Jersey	2,583	0.35	Virginia	859	0.30
Utah	2,550	0.35	New Mexico	749	0.27
South Carolina	1,822	0.25	Vermont	738	0.26
South Dakota	1,806	0.25	Oklahoma	673	0.24
Virginia	1,662	0.23	Missouri	565	0.20
Montana	1,648	0.22	Wisconsin	515	0.18
Wisconsin	1,608	0.22	Maryland	464	0.16
North Dakota	1,333	0.18	Tennessee	357	0.13
Vermont	1,305	0.18	Wyoming	326	0.12
Nevada	937	0.13	Delaware	284	0.10
Maryland	844	0.11	Iowa	263	0.09
Tennessee	815	0.11	Mississippi	214	0.08
Delaware	715	0.10	District of Columbia	194	0.07
District of Columbia	588	0.08	South Dakota	122	0.04
Wyoming	576	0.08	Rhode Island	86	0.03
West Virginia	208	0.03	New Hampshire	74	0.03
Rhode Island	205	0.03	West Virginia	64	0.02
New Hampshire	119	0.02	Nevada	0	0.00

SOURCE: U.S. Department of Education, State Title I Migrant Participation Information: 1996-1997

Purpose and Design of This Study

This study reports on MEP summer-term project activities in 1998, including services provided and record-keeping activities. Specifically, the survey was designed to provide information about:

- Selected characteristics of 1998 MEP summer-term projects and students, including the number of migrant students enrolled and technical assistance available to projects;
- Various types of supplemental instructional and social support services provided by projects; and
- The availability and transmission of student records.

The survey was conducted through the National Center for Education Statistics (NCES) Fast Response Survey System (FRSS) during the fall of 1998. FRSS is a survey system designed to collect small amounts of issue-oriented data with minimal burden on respondents and within a relatively short timeframe. Data were collected by means of a sample survey of public school districts and other entities, including community-based social services organizations across the United States that provided MEP summer-term projects in 1998. Respondents were persons at these organizations who were most knowledgeable about summer-term projects in 1998. In this report, the respondent is referred to as the MEP summer-term project.

Survey findings are presented throughout the report in aggregate form for all MEP summer-term projects, and significant differences are presented by project characteristics. Appendix B contains detailed tables of the survey data, including tables of standard errors, broken out by project characteristics: enrollment size of project, student population served, metropolitan status, and geographic region. Readers may use the detailed tables in appendix B to make comparisons not cited in the text of the report. The data are also presented by selected states, California and Texas, because past studies indicate that these states account for the largest concentrations of migrant student populations (table 1; U.S. Department of Education 1998). Project characteristics are described in the methodology section, appendix A.

Data have been weighted to national estimates of MEP summer-term projects and students in 1998. All comparative statements made in this report have been tested for statistical significance through chi-square tests or *t*-tests adjusted for multiple comparisons using the Bonferroni adjustment and are significant at the 0.05 level or lower. However, not all significant comparisons have been presented in the text of the report.

Organization of This Report

The next chapter of the report provides an overview of MEP summer-term projects in 1998, including a description of the projects by selected characteristics (e.g., student population served and enrollment size of project). Chapter 3 examines various types of instructional and social support needs served by 1998 MEP summer-term projects, including methods of determining students' needs. Chapter 4 reports on the availability and transmission of migrant student records, including types of student information available, creating and updating records, and ways in which records were received and forwarded by MEP projects. The final chapter summarizes the survey findings.

2. TYPES AND CHARACTERISTICS OF SUMMER-TERM PROJECTS

This chapter provides an overview of MEP summer-term projects in 1998.[4] It reports on the number and characteristics of these projects (e.g., enrollment size), the number of students served by the projects, and types of technical assistance that projects received from their state. Because California and Texas account for the largest concentration of migrant students (U.S. Department of Education 1998), project characteristics are discussed separately for these states.

Projects and Students

About 1,700 MEP summer-term projects operated during 1998 (table 2). Consistent with the program's objective to address the educational needs of migrant students, MEP summer-term projects provided a variety of instructional and support services for about 262,000 students in 1998. The projects operated an average of 6 weeks during 1998 (not shown in tables); they typically began in June (69 percent) or July (21 percent) and ran through July (50 percent) or August (40 percent).

Table 2.—Number and percent of Migrant Education Program (MEP) 1998 summer-term projects, and total number and mean number of migrant students served by MEP summer-term projects, by selected project characteristics: 1998

Project characteristic	Summer-term projects		Students served		
	Number	Percent	Total	Percent	Mean
All	1,712	100	262,367	100	162
Enrollment size of project					
Less than 100	995	58	33,995	13	34
100-250	353	21	57,116	22	162
Over 250	364	21	171,256	65	642
Student population served*					
Elementary-age students only	586	34	49,194	19	85
Students of all ages	1,071	63	206,272	79	216
Metropolitan status					
Urban	177	11	68,349	26	391
Suburban	589	36	104,587	40	185
Rural	882	54	80,391	31	99

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

NOTE: Details may not sum to totals because of rounding or missing data. Percentages are computed within each classification variable, but may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

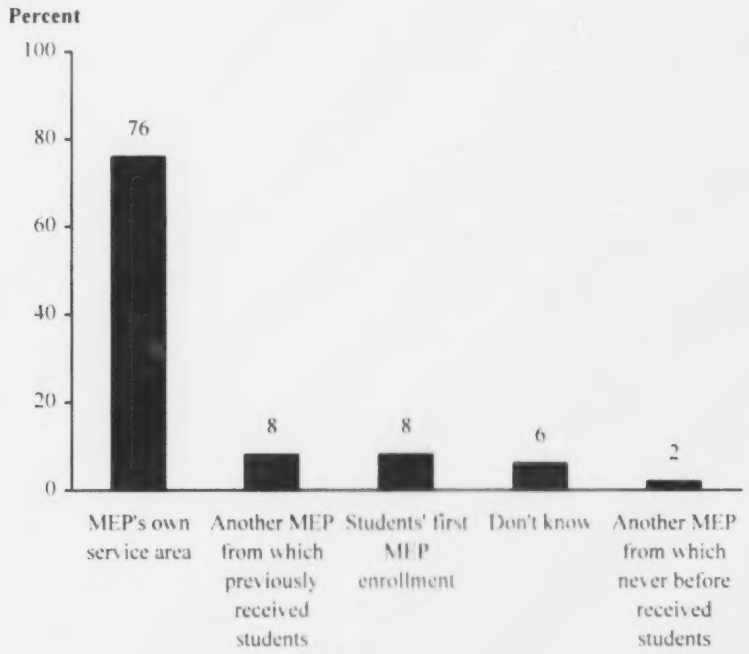
[4] MEP summer-term projects use program funds to provide instructional and/or support services to migrant students during the summer.

Most MEP summer-term projects operating in 1998 were small: 58 percent of the projects had student enrollments of less than 100 (table 2). Similarly, projects were more likely to be located in rural than suburban communities (54 versus 36 percent), and least likely to be found in urban communities (11 percent). In addition, MEP summer-term projects were more likely to serve students of all ages than only elementary-age students (63 versus 34 percent).

MEP summer-term students were similarly distributed by project characteristics (table 2). About 13 percent of MEP summer-term students were served by projects with enrollments of less than 100, another 22 percent were in projects with enrollments between 100 and 250, while the majority of students (about two-thirds) were enrolled in large projects with over 250 students. In addition, most of the students were enrolled in projects that served students of all ages compared with projects that served only elementary-age students (79 versus 19 percent). Further, close to one-third of the students were enrolled in rural projects, 40 percent were enrolled in suburban projects, and 26 percent in urban projects.

To identify where 1998 MEP summer-term students came from, projects were asked to estimate the percentage of students they enrolled who spent their 1997-1998 regular terms primarily at various MEP projects. About three-fourths of migrant students served during the summer of 1998 were enrolled in the school district for at least part of the 1997-1998 school year (figure 1 and table B-1). Because migrant students might actually move into school districts and register in MEP projects prior to the end of the regular school term, this item includes students who have experienced relocation before the end of the

Figure 1.—Percent of migrant students enrolled in 1998 Migrant Education Program (MEP) summer-term projects who spent their 1997-1998 regular terms at various MEP projects: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

regular school session. In addition, it includes migrant students who remain eligible for services up to 3 years after their families "settle out," that is, change to a nonmigratory lifestyle. In contrast, fewer students came from schools or projects outside of the school district. Eight percent of migrant students came from another MEP summer-term project from which students were received previously, and another 8 percent were enrolled in the MEP project for the first time. In addition, 2 percent of the students came from a MEP that had not previously sent students, and 1998 MEP summer-term projects did not know where 6 percent of their students had attended school during the regular term.

MEP summer-term projects were also asked whether there were any non-MEP-funded summer programs provided by their district, or districts in their service area, in which migrant students could participate in 1998. About three-fourths of the projects indicated there were non-MEP-funded programs in their service area (table B-2). MEP projects in rural areas were less likely than those in urban and suburban areas to report that non-funded programs were available for migrant students (69 percent versus 82 and 84 percent, respectively).

Technical and Other Assistance to Projects

States hold primary responsibility for ensuring that appropriate MEP services are made available to migrant students enrolled in the project. Therefore, in addition to allocating federal funds for MEP projects, states may provide various forms of technical assistance.

MEP summer-term projects were asked to identify various types of technical services that states provided to the project (tables 3 and B-4). A majority of projects indicated that their state provided technical assistance in identifying and recruiting eligible migrant students (74 percent), preparing MEP program applications (68 percent), preparing annual MEP reports (62 percent), planning support services (60 percent), and planning or conducting a needs assessment (58 percent). About half of MEP projects indicated that technical assistance was received from states in planning instructional services, fiscal planning, and providing instruction to the staff. In addition, 39 percent of the projects indicated that states assisted in staffing the project.

MEP summer-term projects were also asked about their budgets, but the data are not reported because of concerns about the reliability of the responses. Some respondents reported difficulties in determining how the MEP summer-term projects were budgeted. For instance, they indicated that MEP funds were not always allocated to districts, and funds for MEP summer-term projects may be part of a larger allocation to several districts, region(s) within the state, or county(ies). Other respondents reported that they could not separate the summer-term budget from the total MEP funds allocated to the district because they either did not have the information or the budget did not cover a summer-term project.

Table 3.—Percent of Migrant Education Program (MEP) summer-term projects indicating their state provides various technical services to the project: 1998

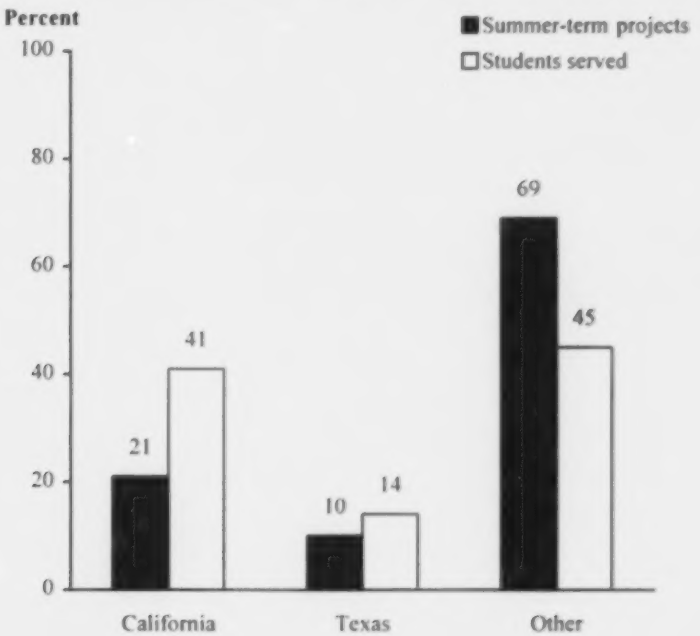
Technical service	Percent of MEP summer-term projects receiving services from the state
Identifying and recruiting eligible migrant students	74
Preparing MEP program application	68
Preparing annual MEP report	62
Planning support services	60
Planning or conducting needs assessment	58
Planning instructional services	52
Fiscal planning	50
Providing instruction to staff	49
Staffing the project	39

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

MEP Summer-Term Projects in Selected States

Consistent with patterns found in past studies (U.S. Department of Education 1998), a large number of MEP summer-term projects operating in 1998 were located in California and Texas (figure 2). Twenty-one percent of MEP summer-term projects were located in California, accounting for 41 percent of the students served by the project. In addition, 10 percent of the projects, serving 14 percent of the students, were located in Texas. Together, these two states accounted for about one-third of MEP summer-term projects and about half of MEP students served in the summer of 1998.

Figure 2.—Percent of Migrant Education Program (MEP) 1998 summer-term projects and migrant students served by MEP summer-term projects, by selected states: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Overall, projects were provided various technical services for their MEP activities. For 5 of the 8 services—identifying or recruiting eligible students, preparing MEP application, preparing annual MEP report, planning instructional services, and providing instruction to the staff—projects located in California were less likely than those in Texas to report that they received various types of technical assistance from their state (table 4 and table B-4). For example, half of the projects located in California, compared with about three-fourths in Texas and other states, indicated that their state provided assistance in the preparation of MEP applications. Similarly, 71 percent of MEP summer-term projects in Texas were provided services in identifying and recruiting eligible students versus 56 percent of projects in California and 80 percent in other states.

Table 4.—Percent of Migrant Education Program (MEP) summer-term projects indicating that their state provided various technical services to the project, by selected states: 1998

Technical service	California	Texas	Other states
Identifying/recruiting eligible students	56	71	80
Preparing MEP program application	50	75	72
Preparing annual MEP report	43	68	67
Planning support services	50	58	64
Planning/conducting needs assessment	44	57	63
Planning instructional services	43	60	53
Fiscal planning	46	51	50
Providing instruction to staff	37	66	51
Staffing the project	32	43	40

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

3. SERVICES PROVIDED BY MEP SUMMER-TERM PROJECTS

Summer-term instructional services are important for migrant children because they are coordinated with the students' instructional needs during the regular term (U.S. Department of Education 1999), and because they help fill educational gaps caused by movement during the regular term (Wright 1995). Therefore, summer-term instruction might be organized to provide supplemental education or to prepare students for their regular school term. It may also provide enrichment opportunities such as cultural enhancement activities. To address migrant students' academic needs, MEP summer-term projects typically provide a range of instructional services, including instruction in core academic subject areas (e.g., reading and math), other instructional areas (e.g., English as a second language and special education), and other activities (e.g., college counseling, cultural enhancement, and sports). In order to participate effectively in the program and benefit from instructional services provided by MEP projects, migrant students may need various support services, including health services, transportation, food, and outreach activities (e.g., home-school liaison or advocacy activities).

This chapter provides general descriptive information about how MEP summer-term projects in 1998 addressed their students' instructional and support needs. It reports on how students' needs were determined, how instructional services were organized, and whether projects provided various types of instructional and supporting services. In addition, to explore whether states with large concentrations of migrant population differ from other states in the provision of MEP services, a description of project activities in California and Texas is presented in a separate subsection.

Determining Students' Needs

MEP project activities are structured to meet a wide range of migrant students' needs. To explore the ways in which summer-term projects obtained and used data to determine the needs of their students, the survey asked projects to indicate the number of students for whom they:

- Reviewed records from sending schools;
- Talked to sending schools;
- Talked to parents;
- Tested students using standardized tests;
- Tested students using local or teacher-developed tests; and
- Provided services that did not depend on assessing needs.

MEP summer-term projects used various means to identify the needs of their students in 1998. Talking to parents was the most common way to determine students' educational and support needs; about half the projects talked to parents to assess the needs for all or most of their students, and another 23 percent used this method for some students (tables 5 and B-5). Projects located in rural communities were more likely than those in suburban or urban areas to talk to parents as a means of assessing students' needs (60 percent versus 48 and 33 percent, respectively; table B-5).

Table 5.—Percent of Migrant Education Program (MEP) summer-term projects indicating for how many students each of various methods were used to determine students' educational and support needs: 1998

Method used	All or most	Some	Few	None
Talked to parents	53	23	12	13
Reviewed records from sending school	37	18	10	34
Provided services that did not depend on assessing needs	35	25	10	29
Tested students using local or teacher-developed tests	32	24	8	36
Talked to sending school	24	15	21	39
Tested students using standardized tests	15	11	7	68

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects.

Compared with the proportion of projects that talked with parents to assess students' needs, fewer projects used each of the other approaches to identify needs (tables 5 and B-5). For all or most of their students, 37 percent of projects reviewed records from sending schools, and 32 percent tested students using local or teacher-developed tests. Projects were least likely to talk to sending schools (24 percent), and to test students using standardized tests (15 percent). Some summer-term projects did not rely on assessing students' needs to structure the program. Of the MEP projects that provided summer-term instruction in 1998, about one-third indicated that for all or most of their students, the provision of services did not depend on determining students' needs. Another fourth reported that it was not necessary to assess the needs for some of their students.

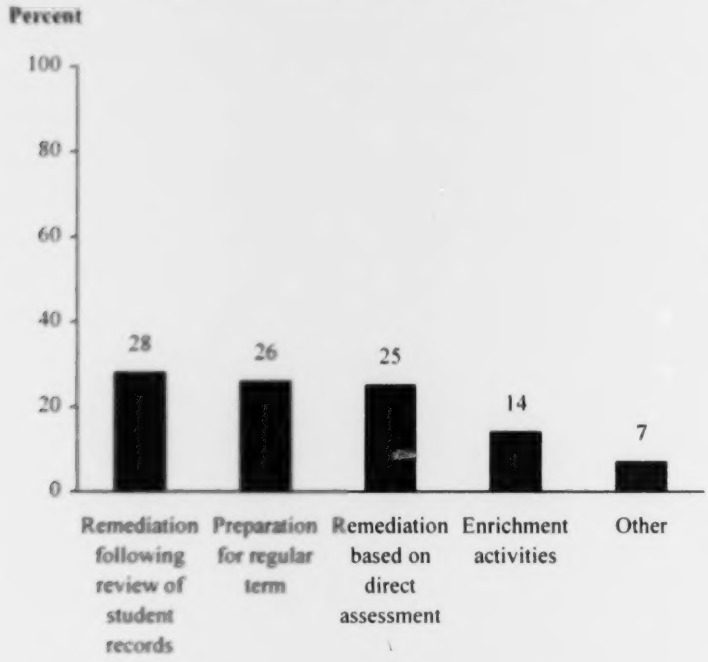
Organizing Instructional Services

MEP summer-term instructional programs may be structured to help children who experience disruptions in their education to keep up or to obtain enrichment or other services to help make up some of the opportunities missed because of the nature of migratory lifestyles. To explore the extent to which MEP summer-term projects operating in 1998 were structured to meet these objectives, the projects were asked to indicate the percentage of students for whom instruction was organized *primarily* for:

- Remediation following a review of student records;
- Remediation based on a direct assessment;
- Preparation for the next project students will attend; and
- Enrichment activities.

Of the total number of students served by MEP summer-term projects offering instruction in 1998, an estimated 28 percent had their instruction organized primarily for remediation following a review of student records (figure 3 and table B-6). For about another one-fourth of the students, instruction was organized primarily for remediation based on a direct assessment; and for an additional one-fourth, instruction was primarily organized for preparation for the regular school term. Finally, projects reported that summer-term instruction was organized primarily for enrichment activities for 14 percent of the students, and in other ways for another 7 percent of students. Overall, projects were least likely to organize summer-term instruction primarily for enrichment activities or activities other than remediation or preparation for the regular school term.

Figure 3.—Percent of Migrant Education Program (MEP) summer-term students whose summer instruction was primarily organized in various ways: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Providing Instructional Services

To help migrant students meet their state's content and performance standards, a top priority of MEP summer-term projects is to provide supplemental educational instruction. When asked whether they offered instructional services to students, almost all (96 percent) of MEP summer-term projects operating in 1998 indicated they did (table B-7).

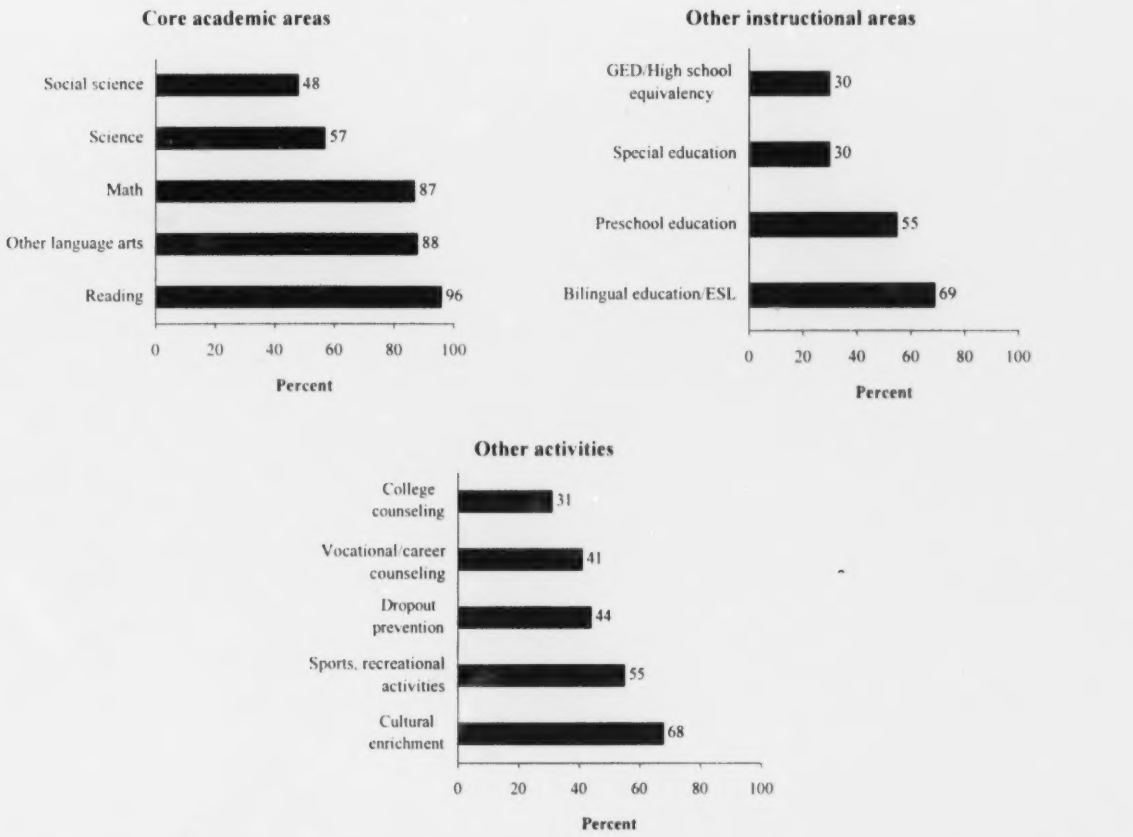
MEP summer-term projects offering instructional services in the summer of 1998 were asked whether they provided instruction in each of 14 subject areas or activities (figure 4 and table B-8). For example, because migrant students typically lag behind their peers in academic performance, the survey asked whether projects provided instructional services to students in core academic subjects. In addition, because migrant students face other academic difficulties associated with language barriers and retention in early grades, projects were asked about other instructional activities (e.g., English as a second language, and preschool education). Further, because migrant students have high dropout rates, the survey asked whether projects offered dropout prevention instruction and college counseling. Finally, projects were also asked whether they addressed other student needs, including special education, general education development (GED) or high school equivalency instruction, cultural enrichment activities, and sports.

MEP summer-term projects operating in 1998 provided a wide range of instructional services or activities (figure 4 and table B-8). Considering core academic subjects, most of the projects provided instruction in reading (96 percent), other language arts (88 percent), and math (87 percent). Projects were less likely to provide science instruction (57 percent) or social science instruction (48 percent).

A substantial proportion of MEP summer-term projects provided other instructional services. A majority (69 percent) of the projects offered bilingual education/ESL, and about half offered preschool education. Projects were least likely to provide instruction in special education and GED or high school equivalency instruction; close to one-third of the projects provided these services.

MEP summer-term projects also provided other activities for migrant students. About two-thirds of the projects offered cultural enrichment activities, 55 percent provided sports or recreational activities, 44 percent offered instruction in dropout prevention, and 31 percent provided college counseling.

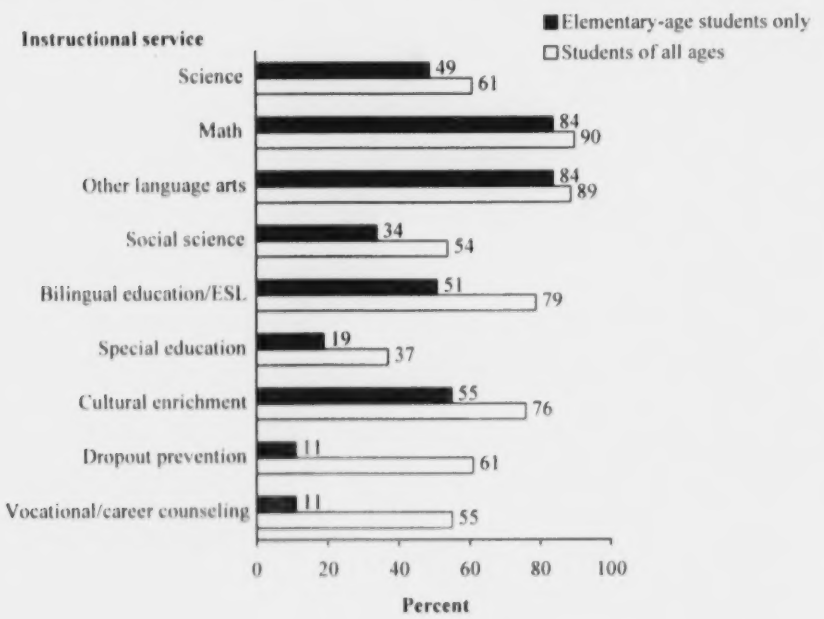
Figure 4.—Percent of Migrant Education Program (MEP) summer-term projects providing various instructional services and activities: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

The proportion of 1998 summer-term projects providing some of the instructional services or activities showed some consistent differences by the student population served (figure 5 and table B-8). In general, projects serving students of all ages (including elementary-age students) were more likely than projects serving only elementary-age students to provide any of the services or activities. For example, projects serving students of all ages were more likely than those serving only elementary-age students to offer science education (61 versus 49 percent), social science instruction (54 versus 34), or bilingual education (79 versus 51 percent). Similar differences were observed for projects offering instructional services in other language arts and mathematics, and for projects providing activities in cultural enrichment, dropout prevention, and vocational or career counseling.

Figure 5.—Percent of Migrant Education Program (MEP) summer-term projects providing various instructional services and activities, by student population served:* 1998



*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

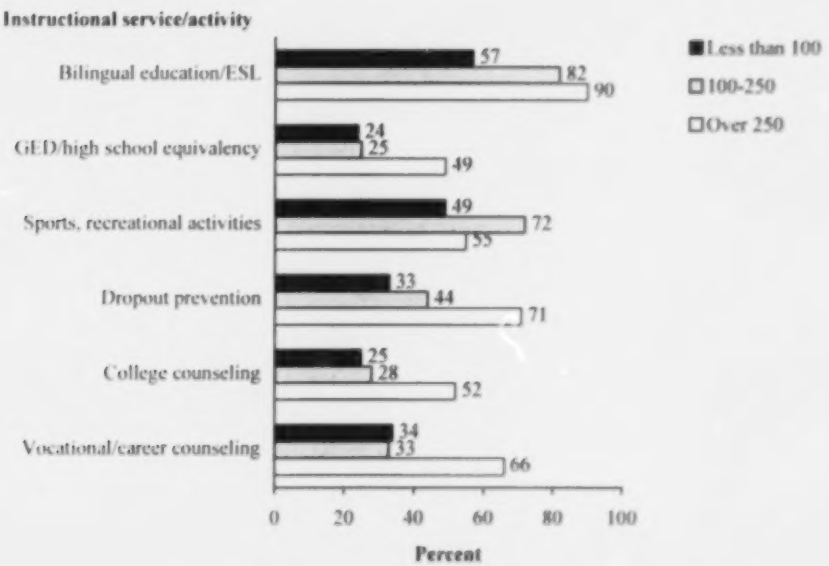
NOTE: Data are reported for instructional services for which differences were found by student population served by the project.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

There were also some differences by enrollment size among projects providing instructional services. For most of the instructional services provided, relatively smaller projects were less likely than larger projects to provide the service (figure 6 and table B-8). For example, projects with enrollments of less than 100 were less likely than relatively larger projects to offer bilingual education (57 percent versus 82 and 90 percent, respectively). Also, relatively small projects (i.e., those with enrollments of less than 100 or 100 to 250) were less likely than larger projects to offer services in GED or high school equivalency, dropout prevention, college counseling, and vocational or career counseling.

Differences in the provision of instructional services by student population served by projects may be confounded by the enrollment size of the project. For example, projects serving elementary-age students only were typically smaller than projects serving students of all ages (see table 2). Another interpretation of the finding is that projects serving students of all age groups may provide a wider range of services to meet the needs of a more age-diversified student population. For instance, projects serving students of all age groups may provide a broader set of educational services (e.g., college counseling and GED instruction), compared with projects serving only elementary-age students.

Figure 6.—Percent of Migrant Education Program (MEP) summer-term projects providing various instructional services and activities, by enrollment size of project: 1998



NOTE: Data are reported for instructional service for which differences were found by the project's enrollment size.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

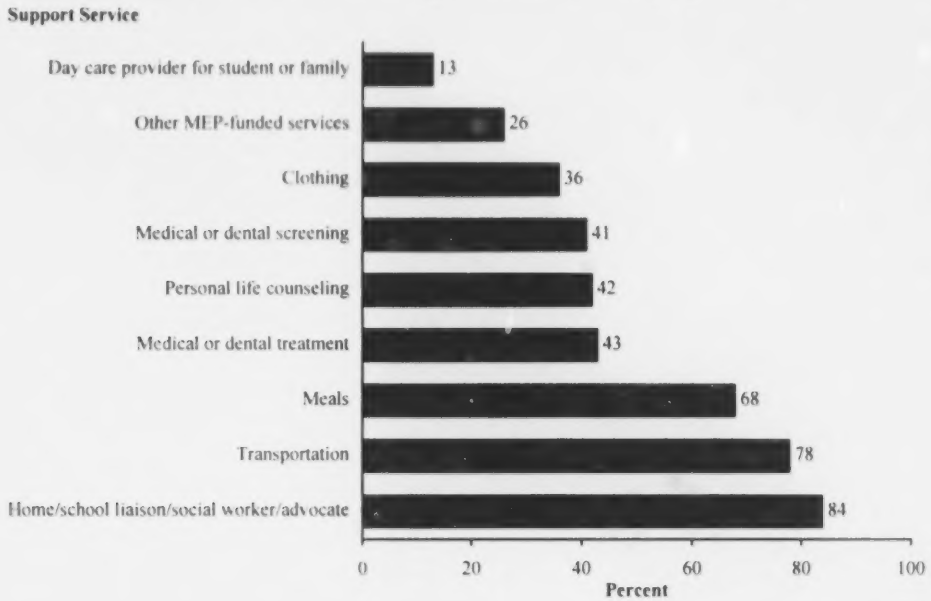
Providing Support Services

Migrant children may require specific support services to overcome some of the problems that could impede their ability to do well in school. To explore whether MEP summer-term projects operating in 1998 addressed some of these problems, the survey asked whether certain services were provided:

- Medical or dental screening;
- Medical or dental treatment;
- Meals;
- Clothing;
- Transportation;
- Home-school liaison/social worker/advocate;
- Day care provider for the student or family; and
- Personal life counseling.

The most common support services provided by MEP summer-term projects were home-school liaison/social worker/advocate (84 percent of projects), transportation (78 percent), and meals (68 percent; figure 7 and table B-9). Projects were less likely to provide medical or dental treatment, personal life counseling, medical or dental screening, and clothing (between 36 to 43 percent), and they were least likely to provide day care services for their students' families (13 percent). In addition, one-fourth of MEP projects indicated they provided services other than those listed above.

Figure 7.—Percent of Migrant Education Program (MEP) summer-term projects providing various support services to students during the summer-term project: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

The proportion of MEP summer-term projects offering various support services—medical or dental screening, medical or dental treatment, meals, clothing, transportation, home-school liaison, and day care—differed somewhat by enrollment size; projects with enrollments of less than 100 were less likely than larger projects to provide any of the services (tables 6 and B-9). For example, the proportion of projects offering meal services ranged from 56 percent for projects with less than 100 students to 84 percent for larger projects. Similarly, projects with student enrollments of less than 100 were less likely to provide medical and dental screening than were larger projects (33 percent versus 50 and 57 percent, respectively).

For every support service, projects serving only elementary-age students were less likely to provide the service than projects serving students of all age groups (tables 6 and B-9). For instance, 29 percent of elementary-only projects provided medical or dental screening to students compared with 48 percent of projects serving students of all age groups. Similarly, the likelihood of MEP projects offering other support services—medical or dental treatment, meals, clothing, transportation, home-school liaison, day care, and personal life counseling—varied consistently by the student population served.

Table 6.—Percent of Migrant Education Program (MEP) summer-term projects providing various support services to students during the project, by selected project characteristics: 1998

Support service	Project characteristic				
	Enrollment size			Student population served*	
	Less than 100	100-250	Over 250	Elementary age students only	Students of all ages
Medical or dental screening	33	50	57	29	48
Medical or dental treatment	36	48	58	27	52
Meals	56	84	84	58	75
Clothing	28	43	50	27	42
Transportation	70	89	87	68	84
Home-school liaison/social worker/advocate	77	93	94	68	92
Day-care provider for students' families	8	15	22	7	16
Personal life counseling	40	36	54	24	53
Other MEP-funded services	22	26	37	20	28

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

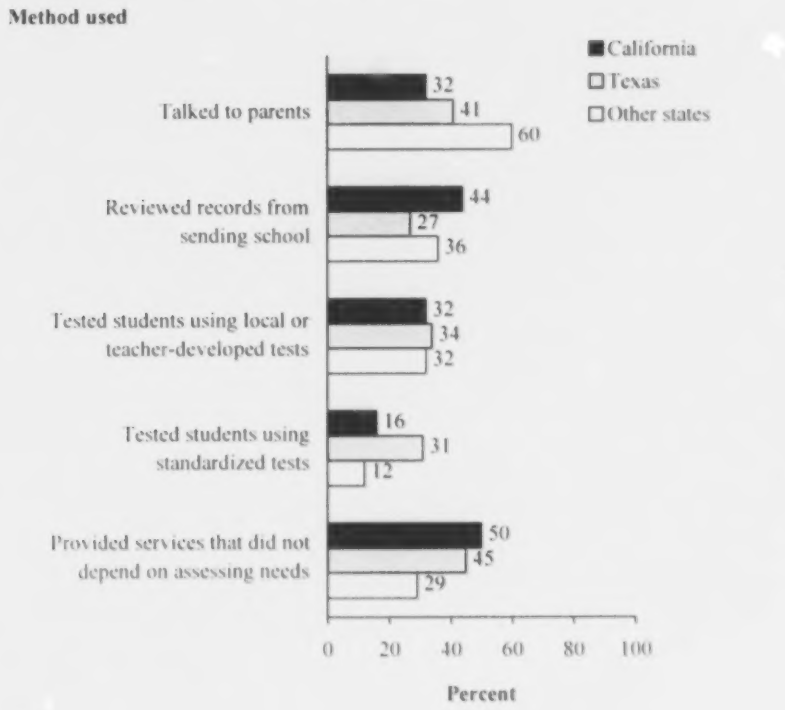
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Services Provided in Selected States

To examine whether California and Texas differed from all other states in the provision of MEP summer-term services in 1998, the data for these states are compared with regard to methods used to determine students' needs and the provision of instructional and the support services.

There were a few notable state differences among projects in methods used to determine students' needs (figure 8 and table B-5). For example, projects located in California and Texas were less likely to talk to parents in order to determine students' needs, compared to projects in other states (32 and 41 versus 60 percent, respectively). However, projects located in California and Texas were more likely than projects in other states to provide services that did not depend on assessing students' educational and support needs (50 and 45 percent versus 29 percent, respectively).

Figure 8.—Percent of Migrant Education Program (MEP) summer-term projects indicating that various methods were used to determine the educational and support needs of all or most of their students, by selected states: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

California and Texas did not differ from other states in most of the instructional services or activities provided by MEP summer-term projects in 1998 (tables 7 and B-8). However, projects in California and Texas were less likely than those in other states to provide instruction in other language arts (84 and 76 percent versus 91 percent, respectively). In addition, projects located in Texas were less likely than those in California or other states to provide cultural enrichment activities and vocational counseling.

Table 7.—Percent of Migrant Education Program (MEP) summer-term projects offering various instructional services and activities, by selected states: 1998

Instructional service	California	Texas	Other states
Reading	96	90	97
Other language arts	84	76	91
Mathematics	87	89	86
Science	61	61	56
Social science	51	51	46
Bilingual education/ESL	78	70	66
Preschool education	53	50	57
Special education	24	34	32
GED/high school/equivalency	25	20	33
Cultural enrichment	74	52	69
Sports/recreational activities	53	43	57
Dropout prevention	44	37	45
College counseling	37	22	31
Vocational counseling	36	20	45

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

There were some differences by state location among those projects that offered four of the support services examined in this study—medical or dental screening, medical or dental treatment, clothing, and meals (tables 8 and B-9). As with instructional services, projects located in Texas were least likely to offer health services compared with projects in California and other states. For example, projects providing medical or dental screening for migrant students ranged from 18 percent in Texas to 42 percent in other states and 51 percent in California. In addition, projects located in California and Texas were less likely to provide supplemental clothing services; no more than 20 percent of projects located in these states offered the service, compared with 43 percent in other states. Moreover, projects in California were more likely than those in Texas or other states to provide meals for migrant students (79 percent versus 57 and 66 percent).

Table 8.—Percent of Migrant Education Program (MEP) summer-term projects providing various support services to students during the project, by selected states: 1998

Support service	California	Texas	Other states
Medical or dental screening	51	18	42
Medical or dental treatment	58	18	42
Meals	79	57	66
Clothing	19	17	43
Transportation	72	71	81
Home-school liaison/social worker/advocate	86	80	84
Day care provider for students' families	13	5	14
Personal life counseling	32	36	46
Other MEP-funded services	26	25	26

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

4. AVAILABILITY AND TRANSMISSION OF MIGRANT STUDENT RECORDS

Timely transfer of student records is important to provide continuity in the provision of instructional and support services for migrant students (U.S. Department of Education 1999). Upon enrollment, the student's academic history—participation in special programs, special interests, skill levels, and transcripts—may be used to identify specific educational needs. Similarly, health data—physical examination results, inoculations, and dental screening and treatment—might be useful to identify critical problems that could affect the child's learning capabilities. An important concern about the availability of health data is that migrant students may not be able to enroll without immunization records. Finally, since MEP summer-term projects serve as a link between regular school terms, it is important that they receive and forward student records in a timely manner. It is also important for projects to update the records based on students' participation in project activities.

To provide a description of the role of summer-term projects in maintaining and transmitting migrant student records in 1998, this chapter reports on the availability of student records, including the proportion of students for whom records are available and the types of student information available to projects. It also provides a description of what projects did with the records obtained; that is, whether student records were created or updated, and the types of information included. Finally, the chapter reports on how student records were transmitted, including how records were received by MEP summer-term projects, and how they were forwarded at the end of the project. As with previous sections, there is a separate discussion of the availability and transmission of migrant students' records in California and Texas.

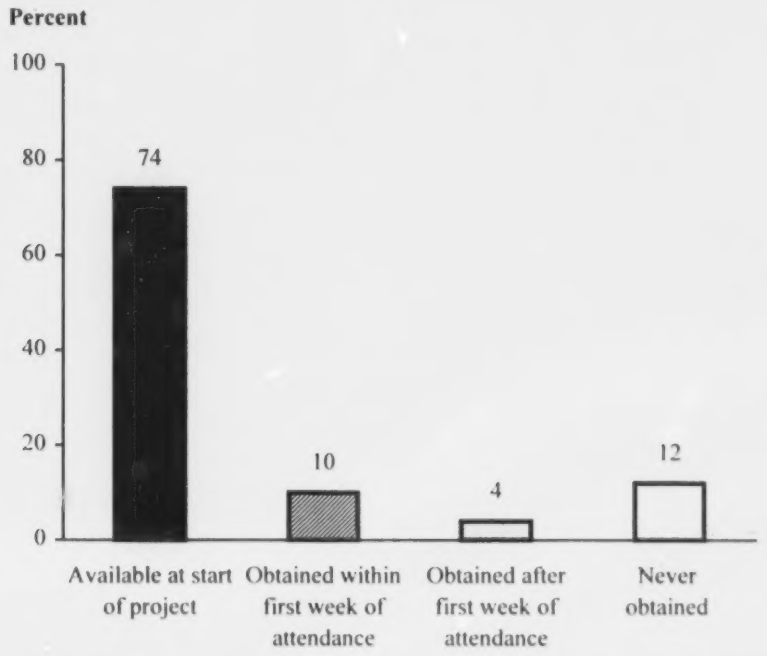
Availability of Student Records

Access to relevant data to construct the student's educational and health profiles allows immediate attention toward ongoing needs and minimizes duplication of services. It also reduces the risk of incorrect initial placement of students, and the administration of unnecessary student assessments. Therefore, the availability of student records is a useful indicator of the extent to which MEP projects are provided with essential data that can be used to structure programs according to students' needs.

Proportion of Students for Whom Academic Records Were Available

To explore the extent to which MEP summer-term projects in 1998 had immediate access to student records, the survey asked about the proportion of students for whom academic records, student portfolios, or other indicators of school performance were available. Records were available at the start of the project for 74 percent of students (figure 9 and table B-10). These records were most likely already on file (see table 10) because the majority of students served by the projects were enrolled in the school district for at least part of the 1997-1998 school year (see figure 1). For students without available records at the start of the project, records for 10 percent were obtained within the first week of attendance, and records for an additional 4 percent of students were received after the first week. However, for 12 percent of students enrolled in 1998 MEP summer-term projects, various academic records were never obtained.

Figure 9.—Percent of Migrant Education Program (MEP) summer-term students for whom academic records, student portfolios, or other indicators of school performance were available: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Types of Information Available on Records

Essential records contain priority student information (e.g., health records and achievement test scores) needed to enroll and place students and to alert the new school or project about any critical issues (e.g., students' health problems). Therefore, to provide a description of the extent to which MEP summer-term projects were provided with essential student records in 1998, the survey asked about the number of students for whom the following types of information were available on records obtained, or that were already available:

- Last address;
- Program eligibility;
- Indicators of student's English proficiency;
- Achievement test scores;
- Transcripts;
- Last grade completed;
- High school graduation requirements that have been met; and
- Health information/vaccination history.

A large majority of MEP summer-term projects in 1998 indicated that for all or most of their students, records were available with students' last address (84 percent) and information on program eligibility (86 percent; table 9). In contrast, few projects (4 to 7 percent) reported that these background data were not available on records for any of their students. Similarly, almost all MEP projects (90 percent) reported that information on last grade completed was available for all or most of their students, and 4 percent indicated that the information was not available for any student.

About half of the MEP summer-term projects reported that records containing achievement test scores were available for all or most of their students, and 41 percent of the projects indicated that transcript records were available for all or most of their students (table 9). In contrast, 15 percent of MEP projects indicated the available student records did not have achievement test scores for any student, and 24 percent did not have transcripts for any student. These data are generally not required for elementary-age students. Reporting on the availability of other types of student data, about two-thirds of MEP projects indicated that health data and information on students' limited English proficiency were available on records for all or most of their students. However, 15 percent of the projects did not have health data on records for any student.

The survey also asked about the proportion of students enrolled for whom MEP summer-term projects have or will have information regarding where students would be attending school in the fall. On average, projects estimated that they had or expected to have this information for 89 percent of students (table B-11).

Table 9.—Percent of Migrant Education Program (MEP) summer-term projects indicating for how many students various types of information were available on records: 1998

Type of information	All or most	Some	Few	None
Last grade completed	90	5	1	4
Information on program eligibility	86	5	2	7
Last address	84	11	1	4
Indication of student's English proficiency	66	22	5	8
Health information/vaccination history	63	14	8	15
Achievement test scores	50	21	14	15
High school graduation requirements that have been met	43	20	21	16
Transcripts	41	16	20	24

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Creating or Updating Records

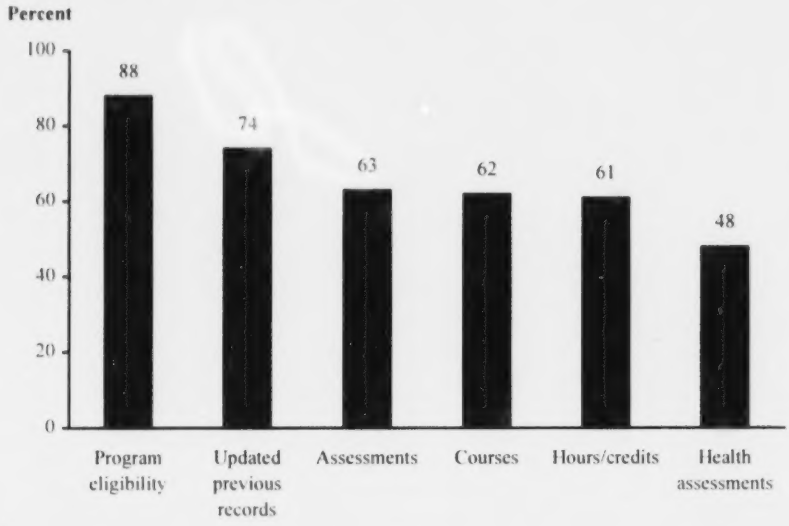
For records to be useful, they should be kept current. Therefore, MEP summer-term projects are required to update the records available for new and current students and to create new records for students without records. When asked whether they created or updated student records based on the 1998 summer-term activities or instruction, most MEP summer-term projects indicated they did (88 percent; table B-12).

In the process of keeping student records up to date, MEPs are expected to maintain records by filling gaps and ensuring that essential data are included or updated. Therefore, MEP summer-term projects were also asked whether they included the following types of information when creating or updating student records:

- Program eligibility;
- Courses;
- Hours/credits;
- Assessments;
- Health assessments; and
- Updates on previous records.

Most MEP summer-term projects indicated that they included information on program eligibility (88 percent; figure 10 and table B-12). Projects were less likely to include updates on previous records (74 percent), and about two-thirds included data on assessments, courses, and hours/credits. In addition, about half of MEP summer-term projects included information on health assessments when creating or updating records.

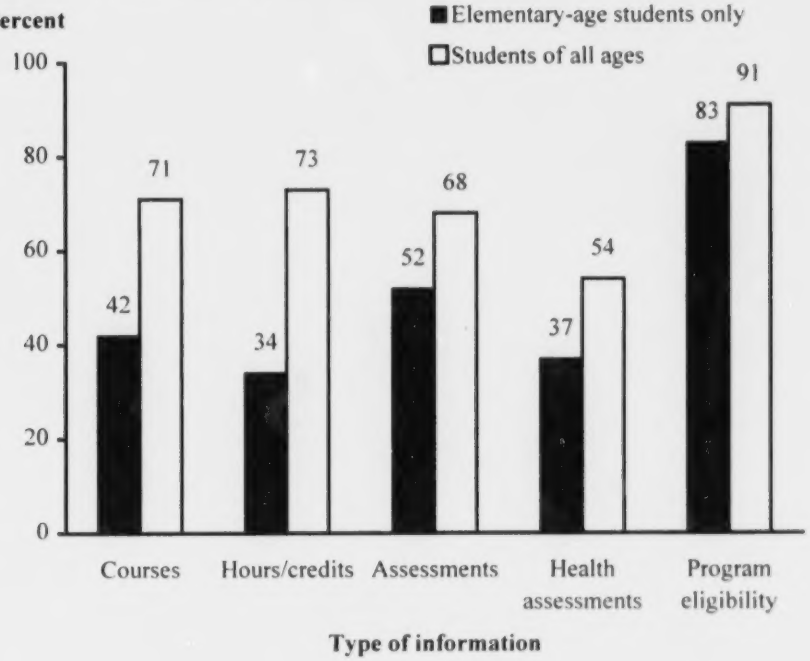
Figure 10.—Percent of Migrant Education Program summer-term projects indicating that they included various types of information when creating/updating records based on the project activities or instruction: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

There were some differences by student population served among projects that included various types of information—courses, hours/credits, assessments, health assessments, and program eligibility (figure 11 and table B-12). When creating or updating records, projects serving only elementary-age students were less likely to include the information than were projects serving students of all age groups (including elementary-age students). For example, 37 percent of projects serving elementary-age students only, and about half of MEP projects targeting students of all ages, included health assessment data in student records. Compared with projects serving elementary-age students only, projects serving students of all ages could be expected to be more likely to include information on courses and hours or credits because these records are typically not required for elementary students.

Figure 11.—Percent of Migrant Education (MEP) summer-term projects indicating that they included various types of information when creating or updating records, by student population served*: 1998



*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

NOTE: Data presented in this table are based on the number of projects reporting that they created or updated migrant student records—88 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Transmission of Records

To examine the ways in which records were transmitted by MEP summer-term projects in 1998, the survey asked about the various ways in which records were received by projects and how records were transferred at the end of the project.

Ways in Which Records Were Received

MEP summer-term projects were asked to estimate the proportion of migrant student records they received in various ways, that is, whether records were:

- Already on file;
- Requested from sending school;
- Automatically sent by sending school;
- Obtained through multistate electronic database;
- Obtained through the state MEP office;
- Hand-carried by students or parents; and
- Requested because the sending school called for informal briefings.

Projects reported that three-fourths (74 percent) of migrant student records were already on file (tables 10 and B-13). Few records were obtained in other ways: 7 percent of student records were requested from the sending school; 4 percent were automatically sent by school or obtained through a multistate electronic database; 3 percent were obtained through a state MEP office or hand-carried by parents; and 2 percent were obtained because the sending school called for an informal briefing. Six percent of student records were received in ways other than those listed above.

Table 10.—Percent of migrant students records obtained in various ways by Migrant Education Program (MEP) summer-term projects: 1998

Method of obtaining records	Percent of records
Already on file	74
Requested from sending school	7
Other	6
Automatically sent by sending school	4
Obtained through multistate electronic database	4
Obtained through state MEP office	3
Hand-carried by students or parents	3
Sending school called for informal briefing	2

NOTE: Percentages do not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

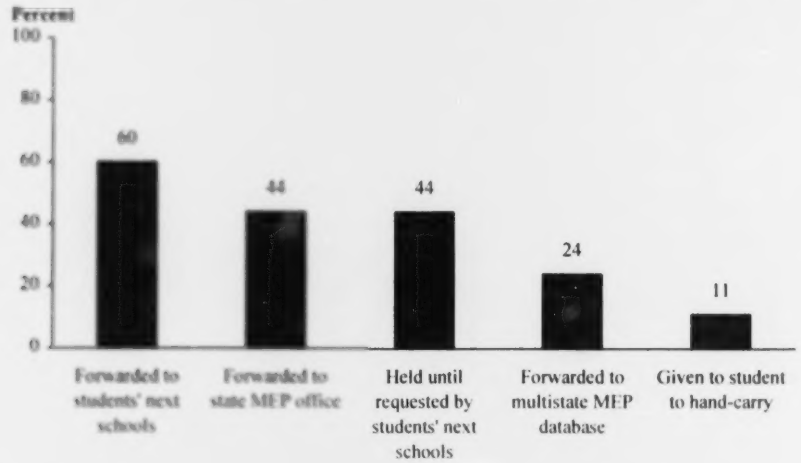
Ways in Which Records Were Transferred at the End of the Project

The survey also asked if migrant students' records were transmitted at the completion of the MEP summer-term project; that is, whether records were:

- Forwarded to the students' next schools;
- Held until requested by the students' next schools;
- Forwarded to the state MEP office;
- Forwarded directly to a multistate MEP database; or
- Given to the student to hand-carry.

Forwarding records to the students' next schools was the most common method of transmitting student records at the completion of the 1998 summer term; 60 percent of projects indicated they always or usually transmitted records this way (figure 12 and table B-15). Projects were less likely to report they always or usually held records until they were requested by the students' next schools or forwarded records to the state MEP office (44 percent). Projects were least likely to forward records to a multistate MEP database (24 percent) or to give records to students to hand-carry (11 percent).

Figure 12.—Percent of Migrant Education Program (MEP) summer-term projects indicating that they always or usually forwarded MEP student records in various ways: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Availability and Transmission of Student Records in Selected States

With the elimination of the MSRTS, states are expected to establish alternative records systems in order to continue counting and tracking migrant students. Because California and Texas have the largest concentrations of migrant students, it is useful to examine whether these states differ from all other states in the extent to which student records were available, updated, and transmitted.

The proportion of migrant students for whom academic records were available at the start of the project differed by selected states (tables 11 and B-10). Projects in states with large concentrations of migrant students reported proportionately more students for whom academic records were available at the start of the project, compared with the number of students for projects in other states. The proportion of students for whom records were available at the start of the project ranged from 90 percent in Texas to 79 percent in California and 63 percent in other states. Moreover, records were not obtained at all for 6 percent of the students enrolled in MEP summer-term projects in California, 4 percent of students in Texas, and 21 percent of students in other states.

MEP summer-term projects in California and Texas did not differ from projects located in other states in keeping their student records up-to-date (tables 12 and B-12). The proportion of projects reporting that they created or updated records ranged from 93 percent in California to 87 percent in Texas and other states. In addition, for all types of information included in records except one, there were no state differences in the type of information included when records were created or updated. The one exception is health assessment information; projects located in California were more likely than projects in other states to include health assessments when creating or updating records, and projects in Texas were least likely to include the information.

Table 11.—Percent of Migrant Education Program (MEP) summer-term students for whom academic records, student portfolios, or other indicators of school performance were available to place students, by selected states: 1998

Records available	California	Texas	Other states
Available at the start of the project	79	90	63
Obtained within the first week of attendance	12	5	12
Obtained after the first week of attendance	3	1	7
Not obtained at all	6	4	21

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

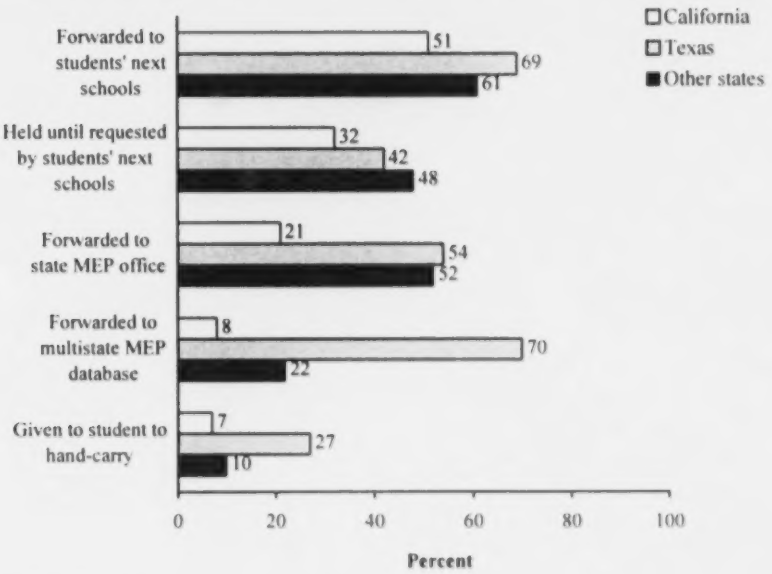
Table 12.—Percent of Migrant Education Program (MEP) summer-term projects indicating that they created or updated student records, and the percent including various information in the records, by selected states: 1998

Information available	California	Texas	Other states
Created or updated records	93	87	87
Information included in records:			
Program eligibility	90	79	89
Courses	66	61	61
Hours/credits	64	57	60
Assessments	59	55	65
Health assessments	63	24	47
Updates on previous records	71	74	75

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

There were some state differences in the proportion of MEP summer-term projects indicating that they used various methods to transmit students' records, although these differences were not always consistent (figure 13 and table B-15). For instance, projects in California were considerably less likely than those in Texas and other states to report that they always or usually forwarded records to the state MEP office (21 percent versus 54 and 52 percent, respectively). However, projects in Texas were considerably more likely than projects in California and other states to forward records to a multistate MEP database (70 percent versus 8 and 22 percent, respectively). They were also more likely to give the records to students to hand-carry.

Figure 13.—Percent of Migrant Education Program (MEP) summer-term projects indicating they always or usually forwarded student records in various ways, by selected states: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

5. SUMMARY

The FRSS survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-term Projects provides information on summer-term project activities in 1998, including the various types of supplemental instructional and supporting services offered by projects, and the availability and transmission of student records. An estimated 1,700 MEP summer-term projects operated in 1998, providing educational programs for about 262,000 students. A majority of MEP projects (58 percent) were relatively small, with student enrollments of less than 100. About two-thirds of the projects served students of all ages, and about half were located in rural areas. A majority of MEPs received technical support from states, including assistance in identifying and recruiting eligible students (74 percent), preparing MEP program applications (68 percent), preparing annual MEP reports (62 percent), planning support services (60 percent), and planning or conducting a needs assessment (58 percent).

The provision of instructional and social support services is an important indicator for measuring the extent to which MEP projects address the needs of migrant students. Most MEP summer-term projects operating in 1998 provided supplemental instruction in reading, other language arts, and mathematics (ranging from 87 to 96 percent), 57 percent provided science instruction, and 48 percent offered social science instruction. Targeting other instructional needs of migrant students, MEP summer-term projects offered services in bilingual education, preschool education, special education, and GED/high school equivalency instruction. The projects also offered other activities, including cultural enrichment, sports, dropout prevention, and college and vocational counseling.

MEP summer-term projects in 1998 targeted needs that may result from poverty and migratory lifestyles. A large majority of projects provided support services in home-school liaison/advocacy, transportation, and meals (84, 78, and 68 percent, respectively). Projects were less likely to provide support services in medical or dental screening and treatment, clothing, and personal life counseling (36 to 43 percent), and they were least likely to provide day care services for students or their families (13 percent).

There were some consistent differences by selected project characteristics among MEP summer-term projects providing various instructional and support services for migrant students. For most instructional and support services, projects serving only elementary-age students were less likely to make the service available to students compared with projects serving students of all ages. In addition, relatively small projects were less likely to offer the service than larger projects.

To determine students' capabilities and needs, MEP projects need access to relevant information about students' educational and health profiles. Various types of academic records were available for about three-fourths of the students at the start of the project, and for another 14 percent later in the project. Reporting on the types of information available in student records, most projects had information on last address, program eligibility, and last grade for all or most of their students (84 to 90 percent). Projects were less likely to report that they had records with transcript data and achievement test scores for all or most of their students (41 and 50 percent, respectively) mainly because these records are usually not essential for elementary-age students. Finally, about two-thirds had information on limited English proficiency needs and health status for all or most of their students.

Most MEP summer-term projects (88 percent) indicated they created or updated records based on the 1998 summer-term activities or instruction. Of these, 88 percent indicated that they included information on program eligibility, 74 percent

included updates on previous records, about two-thirds included information on assessments, courses, and hours/credits, and about half included health assessment data. Reporting on various ways in which student records were received, about three-fourths of 1998 summer-term projects indicated that student data were already available on file. At the end of the summer-term project, 60 percent of projects forwarded records to the students' next schools; 44 percent either held records until requested or forwarded records to the state MEP office; and projects were least likely to either forward records to the multistate MEP database or give them to students to hand-carry (24 and 11 percent).

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Appendix A

Sample Methodology and Data Reliability

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A Number and percent of Migrant Education Program (MEP) in the sample indicating that they operated a summer-term project for migrant students in 1998, and estimated number and percent of MEP summer-term projects the sample represents, by selected project characteristics: 1998 ..... A-6

Sample Selection

The sample for this survey consisted of 1,234 organizations, including 900 districts and 334 other entities. These nondistrict entities were primarily community-based social organizations (e.g., Families First, Woodland Center, and First Presbyterian Learning Center), with a few (9) private schools. The districts and other entities serving migrant students were selected from the U.S. Department of Education's 1995-96 Migrant Education Program Universe file. This list contains 4,180 districts and 662 other community-based social organizations serving migrant students in the United States and Puerto Rico. Of these, 1,401 school districts and 170 other entities reported that they provided summer-term projects for migrant students at the time the frame was being developed.

The sample of school districts was selected through stratified sampling procedures with strata defined by metropolitan status (urban, suburban, rural) and size class (district enrollment). Within these strata, districts were sorted by region (Northeast, Southeast, Central, and West) to induce implicit geographic stratification. Under the design, school districts were sampled systematically within strata using a random start. Districts with an enrollment of 1,499 students or less were sampled at a rate of 1 in 4, districts with an enrollment of 1,500 to 4,999 were sampled at a rate of 1 in 3, and those with an enrollment of 5,000 to 9,999 were sampled at a rate of 1 in 1.5. All districts with an enrollment of 10,000 students or more were included in the sample with certainty.

All of the 170 other entities that offered regular and summer or summer-only projects for migrant students were included in the sample with certainty. In addition, about 500 other entities that did not report offering summer-term projects in 1995-96 were identified. Because some of these organizations might have added a summer project by the time the survey was conducted, a decision was made to include a sample of these organizations; about one-third (or 164 of the 500 organizations) were selected. To the extent that the sampled organizations were found to offer a summer-term project as reported in the questionnaire, they were included in the analysis sample with an appropriate sampling weight.

Respondent and Response Rates

Questionnaires with letters explaining the purpose of the study were sent to the migrant education director in each sampled district and other entity in September 1998. Telephone followup was conducted from mid-September through early December with districts and other entities that did not respond to the initial questionnaire mailing. Of the 900 districts selected for the study, 11 were found to be out of the scope of the study because they were duplicates—the same district listed more than once on the file. This left a total of 889 districts in the sample; 803 of the eligible districts completed questionnaires for an unweighted district response of 90 percent.

Of the 334 other entities initially sampled, 84 were found to be out of the scope of the study. Three were duplicates on the file and the others were either districts or projects run through public school districts or schools, and project data for these entities would have been reported by their districts, which had a chance of selection. A total of 231 of the 250 eligible other entities participated in the study, yielding an unweighted response rate of 92 percent for other entities. The overall unweighted response rate for the survey was 91 percent, and the weighted response rate was 91 percent.

A total of 1,034 organizations, including districts and other entities, participated in the study. Of these respondents, 681 indicated they provided MEP summer-term instruction in 1998. Data reported for the study are therefore based on responses from 681 organizations. These 681 organizations represent the universe of approximately 1,700 organizations in the United States and Puerto Rico that offered MEP summer-term projects in 1998. One district was selected from Puerto Rico. Item nonresponse rates ranged from 0.0 to 6.1 percent, but were under 1.0 percent for most items.

Table A-1.—Number and percent of Migrant Education Program (MEP) in the sample indicating that they operated a summer-term project for migrant students in 1998, and estimated number and percent of MEP summer-term projects the sample represents, by selected project characteristics: 1998

Project characteristic	Respondent sample		National estimate	
	Number	Percent	Number	Percent
All	681	100	1,712	100
Type of organization				
District	640	94	1,649	96
Other entity	41	6	63	4
Enrollment size of project				
Less than 100	347	51	995	58
100-250	165	24	353	21
Over 250	169	25	364	21
Student population served*				
Elementary-age students only	222	33	586	34
Students of all ages	430	63	1,071	63
Metropolitan status				
Urban	130	19	177	11
Suburban	225	33	589	36
Rural	285	42	883	54
Region				
Northeast	108	16	402	23
Southeast	162	24	327	19
Central	76	11	197	12
West	335	49	786	46
Selected states				
California	163	24	363	21
Texas	70	10	163	10
Other	421	62	1,171	67

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

NOTE: Details may not sum to totals because of rounding or missing data. Percents are computed within each classification variable, but may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Sampling and Nonsampling Errors

The responses were weighted to produce national estimates (see table A-1). The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse and noncoverage) errors, errors of reporting, and errors made in data collection. These errors can sometimes bias the data. Nonsampling errors may include such problems as misrecording of responses; incorrect editing, coding, and data entry; differences related to the particular time the survey was conducted; or errors in data preparation. While general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used.

To minimize the potential for nonsampling errors, the questionnaire was pretested with respondents like those who completed the survey. During the design of the survey and survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire and instructions were extensively reviewed by the National Center for Education Statistics and the Office of Migrant Education, U.S. Department of Education. Manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency, and cases with missing or inconsistent items were recontacted by telephone. Data were keyed with 100 percent verification.

Variances

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of migrant education projects that forwarded students' records to their next schools is 60 percent, and the estimated standard error is 2.0 percent. The 95 percent confidence interval for the statistic extends from [60 - (2.0 times 1.96)] to [60 + (2.0 times 1.96)], or from 56 to 64 percent. Tables of standard errors for each table and figure in the report are provided in the appendices.

Terms Defined on the Survey Questionnaire

Migrant Education Program (MEP): a federally funded program designed to meet the special educational needs of migrant students. It is authorized under Title I, Part C of the Elementary and Secondary Education Act of 1966, and reauthorized in 1994.

Migrant Education Program Summer-Term Projects: projects that use MEP funds to provide instructional and/or support services to migrant students during the summer.

Migrant Student: a person below 21 years of age and without a high school diploma who is, or whose parent, spouse, or guardian is, a migratory agricultural worker (including a migratory dairy worker or fisher), and who has changed school districts in the preceding 3 years in order to (a) obtain seasonal employment in agricultural or fishing work or (b) accompany or join a parent, spouse, or guardian who moves to obtain

temporary or seasonal employment in agricultural or fishing work.[5]

Sample Universe and Analysis Variables

Enrollment size of project – total number of students served by projects.

Less than 100
100-250
Over 250

Student population served – grade level of students served.

Elementary-age students only – lowest grade is less than or equal to 6 and highest grade is less than or equal to 8.

Secondary-age students only – lowest grade is 7 through 12.

Students of all ages – lowest grade is less than or equal to 6 and highest grade is 7 through 12.

Metropolitan status – metropolitan status of district as defined in the Common Core of Data (CCD).

Urban – Primarily serves a central city of a Metropolitan Statistical Area (MSA).

Suburban – Serves an MSA but not primarily its central city.

Rural – Does not serve an MSA.

Geographic region

Northeast – Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Southeast – Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Central – Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

West – Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Selected states – based on states with the largest concentration of migrant students.

California
Texas
Other – all other states

Background Information

The survey was conducted under contract with Westat, using the Fast response Survey System (FRSS). Westat's Project Director was Elizabeth Farris, the Survey Manager was Sheila Heaviside, and Basmat Parsad was the main author of the report. Bernie Greene was the NCES Project Officer. The data were requested by the Office of Migrant Education, U.S. Department of Education.

The following individuals reviewed this report:

Outside NCES

- James English, Office of Migrant Education
- Jeffrey Wilde, Office of Migrant Education
- Becky Smerdon, American Institutes for Research
- Robin Boukris, Office of the Under Secretary
- Mary McLaughlin, Education Statistics Services Institute

[5] As noted in chapter 1, the definition used in this study differs slightly from the official definition, which specifies eligible migrant students as between ages 3 to 21.

- Gary Hargett, Independent Consultant/Topical Expert

Inside NCES

- Mike Cohen, Statistical Standards Program/Office of the Commissioner
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Appendix B

Detailed Tables of Estimates

and

Tables of Standard Errors

for the Survey

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Table B-1.—Percent of migrant students enrolled in 1998 Migrant Education Program (MEP) summer-term projects who spent their 1997-1998 regular terms at various MEP projects, by selected project characteristics: 1998

Project characteristic	MEP's own service area	Another MEP from which previously received students	Another MEP from which never before received students	Student's first MEP enrollment	Don't know
All	76	8	2	8	6
Enrollment size of project					
Less than 100	82	7	1	7	4
100-250	74	9	3	8	6
Over 250	76	8	2	8	7
Student population served[1]					
Elementary-age students only	82	10	1	6	2
Students of all ages	74	7	2	9	7
Metropolitan status					
Urban	82	7	1	7	3
Suburban	74	6	2	9	8
Rural	75	9	3	7	6
Region					
Northeast	55	7	1	17	20
Southeast	80	9	1	5	5
Central	52	21	12	13	3
West	82	6	1	6	5
Selected states					
California	84	5	(2)	7	3
Texas	87	3	2	3	6
Other	65	12	4	11	9

[1]Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

[2]Less than 0.5 percent.

NOTE: Percentages are computed across each row but may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Table B-1a.—Standard errors of the percent of migrant students enrolled in 1998 Migrant Education Program (MEP) summer-term projects who spent their 1997-1998 regular terms at various MEP projects, by selected project characteristics: 1998

Project characteristic	MEP's own service area	Another MEP from which previously received students	Another MEP from which never before received students	Students first MEP enrollment	Don't know
All	1.5	0.7	0.4	0.7	1.0
Enrollment size of project					
Less than 100	1.4	0.8	0.3	0.6	0.7
100-250	2.3	1.5	1.0	0.8	1.1
Over 250	2.1	7.6	0.5	1.0	1.5
Student population served[1]					
Elementary-age students only	1.8	2.0	0.2	0.7	0.3
Students of all ages	1.9	0.7	0.5	0.8	1.3
Metropolitan status					
Urban	1.0	1.4	0.1	0.7	0.2
Suburban	3.1	1.2	0.9	1.4	2.1
Rural	2.4	1.5	0.8	0.9	1.2
Region					
Northeast	3.6	2.4	0.6	4.8	6.9
Southeast	1.3	1.2	0.1	0.7	0.9
Central	6.1	2.5	3.7	2.4	1.0
West	1.4	1.0	0.2	0.4	0.9
Selected states					
California	1.6	1.3	(2)	0.5	0.9
Texas	1.3	0.4	0.3	0.3	0.6
Other	2.2	1.2	0.8	1.4	2.0

[1]Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

[2]Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-2.—Percent of Migrant Education Program (MEP) summer-term projects indicating that non-MEP-funded summer programs in which migrant students could participate were provided by their district or districts in their service area, by selected project characteristics: 1998

Project characteristic	Percent of MEP programs indicating other summer programs available to migrant students in their service area
All	75
Enrollment size of project	
Less than 100	72
100-250	79
Over 250	81
Student population served*	
Elementary-age students only	71
Students of all ages	77
Metropolitan status	
Urban	82
Suburban	84
Rural	69
Region	
Northeast	76
Southeast	84
Central	64
West	74
Selected states	
California	79
Texas	81
Other	73

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Table B-2a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term projects indicating that non-MEP-funded summer programs in which migrant students could participate were provided by their district or districts in their service area, by selected project characteristics: 1998

Project characteristic	Percent of MEP programs indicating other summer programs available to migrant students in their service area
All	1.5
Enrollment size of project	
Less than 100	2.3
100-250	3.1
Over 250	2.8
Student population served*	
Elementary-age students only	2.8
Students of all ages	1.7
Metropolitan status	
Urban	2.8
Suburban	2.2
Rural	2.4
Region	
Northeast	3.8
Southeast	2.0
Central	5.5
West	1.7
Selected states	
California	3.0
Texas	4.1
Other	1.8

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-3.—Percent of Migrant Education Program (MEP) summer-term projects indicating what organizational entity had administrative control over the staff delivering project services to students, by selected project characteristics: 1998

Project characteristic	School	School district	Coalition of districts	Regional offices of SEA	SEA	College or university	Community group	Other
All	13	61	2	15	1	(2)	1	6
Enrollment size of project								
Less than 100	15	63	2	12	1	(2)	1	7
100-250	17	63	1	11	2	1	1	5
Over 250	6	55	3	30	1	1	0	4
Student population served[1]								
Elementary-age students only	17	63	1	15	(2)	0	(2)	3
Students of all ages	10	62	3	15	1	1	1	7
Metropolitan status								
Urban	12	70	2	11	0	2	0	3
Suburban	11	62	1	19	(2)	0	(2)	6
Rural	16	62	3	13	1	0	1	6
Region								
Northeast	3	71	(2)	21	0	1	1	3
Southeast	12	67	9	4	1	0	1	7
Central	24	46	2	9	6	1	0	13
West	17	58	1	19	(2)	(2)	1	5
Selected states								
California	12	43	1	33	0	(2)	(2)	10
Texas	28	67	0	5	0	0	0	0
Other	12	66	3	11	1	1	1	6

[1] Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

[2] Less than 0.5 percent.

NOTE: Percentages are computed across each row but may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Table B-3a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term projects indicating what organizational entity had administrative control over the staff delivering project services to students, by selected project characteristics: 1998

Project characteristic	School	School district	Coalition of districts	Regional offices of SEA	SEA	College or university	Community group	Other
All	1.4	1.6	0.4	1.1	0.3	(2)	0.3	0.9
Enrollment size of project								
Less than 100	2.2	2.5	0.6	1.9	0.4	(2)	0.5	1.2
100-250	3.1	3.3	0.1	2.8	1.0	0.0	0.7	1.6
Over 250	1.1	3.9	0.8	3.6	0.7	0.0	0.0	2.1
Student population served[1]								
Elementary-age students only	3.0	3.4	0.6	2.3	(2)	0.0	(2)	1.1
Students of all ages	1.4	2.0	0.6	1.4	0.5	0.0	0.5	1.2
Metropolitan status								
Urban	2.5	2.6	0.1	0.9	0.0	0.1	0.0	0.1
Suburban	1.9	2.5	0.5	2.4	(2)	0.0	(2)	1.4
Rural	2.0	2.7	0.8	1.5	0.6	0.0	0.6	1.5
Region								
Northeast	1.7	4.1	(2)	3.5	0.0	0.0	1.3	1.0
Southeast	2.7	3.8	2.0	1.3	0.8	0.0	0.0	2.0
Central	4.9	4.9	1.3	3.5	2.5	0.1	0.0	4.2
West	1.8	2.5	0.0	1.9	(2)	0.0	(2)	1.1
Selected states								
California	3.0	4.0	(2)	3.5	0.0	(2)	(2)	2.4
Texas	6.1	6.8	0.0	2.8	0.0	0.0	0.0	0.0
Other	1.7	2.2	0.6	1.3	0.5	(2)	0.5	1.1

[1]Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

[2]Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-4.—Percent of Migrant Education Program (MEP) summer-term projects indicating that their state provided various technical services to the project, by selected project characteristics: 1998

Project characteristic	Preparing MEP program application	Preparing annual MEP report	Identifying/ recruiting eligible students	Planning/ conducting needs assessment	Planning instructional services	Planning support services	Staffing the project	Providing instruction to staff	Fiscal planning
All	68	62	74	58	52	60	39	49	50
Enrollment size of project									
Less than 100	67	65	74	59	52	59	42	45	41
100-250	64	59	71	53	51	57	38	59	55
Over 250	76	57	74	61	51	69	31	52	67
Student population served*									
Elementary-age students only	58	62	72	55	50	57	35	43	43
Students of all ages	75	64	76	61	53	63	42	54	54
Metropolitan status									
Urban	58	50	63	44	47	53	31	43	42
Suburban	66	60	70	60	49	56	34	42	45
Rural	71	67	79	61	55	65	43	56	55
Region									
Northeast	78	62	87	83	45	73	37	41	42
Southeast	59	68	76	59	67	68	49	57	60
Central	81	81	88	57	62	61	44	67	67
West	64	55	63	46	46	50	34	46	45
Selected states									
California	50	43	56	44	43	50	32	37	46
Texas	75	68	71	57	60	58	43	66	51
Other	72	67	80	63	53	64	40	51	50

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-4a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term projects indicating that their state provided various technical services to the project, by selected project characteristics: 1998

Project characteristic	Preparing MEP program application	Preparing annual MEP report	Identifying/ recruiting eligible students	Planning/ conducting needs assessment	Planning instructional services	Planning support services	Staffing the project	Providing instruction to staff	Fiscal planning
All	1.6	1.9	1.7	1.9	1.6	2.0	1.7	1.8	1.6
Enrollment size of project									
Less than 100	2.5	2.8	2.6	3.1	2.5	2.8	2.3	2.6	2.3
100-250	3.3	2.9	3.3	2.8	3.1	2.9	3.1	3.9	3.3
Over 250	2.2	4.1	2.5	3.2	3.6	2.8	4.2	3.9	3.1
Student population served*									
Elementary-age students only	3.1	3.3	3.3	4.0	3.5	3.5	2.9	3.0	2.6
Students of all ages	1.4	2.3	1.5	1.9	1.8	2.1	2.0	2.5	2.2
Metropolitan status									
Urban	3.3	3.1	3.3	3.1	3.2	3.3	2.7	3.1	3.0
Suburban	2.9	3.1	3.2	2.6	3.2	3.3	3.4	3.3	3.5
Rural	2.3	2.6	2.1	2.9	2.4	2.8	2.6	2.7	2.5
Region									
Northeast	4.2	4.3	3.5	3.2	4.0	4.3	4.9	4.4	3.9
Southeast	3.7	3.9	2.6	3.2	2.9	3.2	4.2	3.9	3.5
Central	3.8	3.8	3.0	5.6	5.6	5.6	5.6	5.3	5.0
West	2.9	2.7	2.5	2.4	2.6	2.5	2.2	2.6	2.4
Selected states									
California	4.1	3.6	3.7	3.8	3.6	3.8	3.6	3.3	3.5
Texas	4.7	4.5	4.9	5.4	5.4	5.2	5.3	6.1	5.1
Other	2.0	2.2	2.3	2.7	2.0	2.7	2.0	2.3	2.4

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-5.—Percent of Migrant Education Program (MEP) summer-term projects indicating that various methods were used to determine the educational and support needs of all or most of their students, by selected project characteristics: 1998

Project characteristic	Reviewed records from sending school	Talked to sending school	Talked to parents	Tested students using standardized tests	Tested students using local or teacher-developed tests	Provided services that did not depend on assessing needs
All	37	24	53	15	32	35
Enrollment size of project						
Less than 100	35	23	57	14	28	37
100-250	48	24	46	19	45	39
Over 250	32	29	47	13	30	29
Student population served*						
Elementary-age students only	43	23	51	22	38	42
Students of all ages	33	25	54	11	28	32
Metropolitan status						
Urban	44	22	33	20	40	37
Suburban	33	19	48	11	33	37
Rural	38	29	60	17	30	34
Region						
Northeast	29	32	72	3	21	14
Southeast	47	28	62	13	37	35
Central	26	13	65	16	51	46
West	40	21	35	21	31	44
Selected states						
California	44	20	32	16	32	50
Texas	27	11	41	31	34	45
Other	36	28	60	12	32	29

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Table B-5a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term projects indicating that various methods were used to determine the educational and support needs of all or most of their students, by selected project characteristics: 1998

Project characteristic	Reviewed records from sending school	Talked to sending school	Talked to parents	Tested students using standardized tests	Tested students using local or teacher-developed tests	Provided services that did not depend on assessing needs
All	1.5	1.5	1.9	1.2	1.7	1.5
Enrollment size of project						
Less than 100	2.0	2.0	2.3	1.5	2.2	1.9
100-250	3.7	3.4	4.1	3.1	3.8	3.5
Over 250	3.5	3.3	3.3	2.4	3.4	3.6
Student population served*						
Elementary-age students only	3.0	2.8	3.6	2.1	2.9	3.0
Students of all ages	2.2	1.9	2.2	1.3	1.8	1.9
Metropolitan status						
Urban	3.1	2.5	2.5	3.0	3.0	3.4
Suburban	2.7	2.2	2.8	1.7	2.9	3.0
Rural	2.5	2.0	2.7	1.8	2.3	2.1
Region						
Northeast	4.0	5.0	4.4	1.6	3.0	3.0
Southeast	3.0	3.6	4.0	2.2	3.3	3.0
Central	4.9	3.3	4.7	3.5	5.5	4.7
West	2.6	2.3	2.5	1.9	2.5	2.0
Selected states						
California	3.5	3.3	3.2	2.3	3.5	2.7
Texas	4.4	3.4	5.4	5.3	5.2	5.5
Other	1.8	1.9	2.1	1.4	2.0	1.7

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-6.—Percent of Migrant Education Program (MEP) summer-term project students whose summer instruction was primarily organized in various ways, by selected project characteristics: 1998

Project characteristic	Percent of students whose program was primarily organized				
	Remediation following a review of student records	Remediation based on a direct assessment	Preparation for the regular term	Enrichment activities	Other
All	28	25	26	14	7
Enrollment size of project					
Less than 100	35	25	17	16	7
100-250	36	24	17	14	8
Over 250	24	25	31	14	6
Student population served*					
Elementary-age students only	31	24	19	13	12
Students of all ages	27	25	27	15	6
Metropolitan status					
Urban	24	25	29	13	9
Suburban	25	25	30	14	6
Rural	36	26	19	13	5
Region					
Northeast	24	37	29	5	4
Southeast	34	17	23	19	6
Central	20	55	9	9	7
West	28	20	29	16	7
Selected states					
California	30	18	33	12	7
Texas	21	20	23	25	11
Other	28	32	22	13	5

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

NOTE: Percentages are computed across each row but may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Table B-6a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term project students whose summer instruction was primarily organized in various ways, by selected project characteristics: 1998

Project characteristic	Percent of students whose program was primarily organized:				
	Remediation following a review of student records	Remediation based on a direct assessment	Preparation for the next program student will attend	Enrichment activities	Other
All	1.4	2.1	2.0	0.9	0.9
Enrollment size of project					
Less than 100	2.1	1.7	1.4	1.4	1.5
100-250	3.1	2.4	1.7	1.9	1.8
Over 250	2.1	3.0	3.0	1.2	1.2
Student population served*					
Elementary-age students only	4.0	2.9	4.9	2.1	3.8
Students of all ages	1.6	2.5	2.2	1.1	0.8
Metropolitan status					
Urban	2.0	1.7	3.7	1.0	2.4
Suburban	2.7	3.7	3.4	1.3	1.5
Rural	2.6	2.6	2.5	1.4	1.0
Region					
Northeast	6.3	7.6	5.0	1.1	1.8
Southeast	2.2	2.3	1.6	1.8	1.2
Central	5.6	8.4	2.5	1.7	2.4
West	1.8	1.5	2.6	1.3	1.2
Selected states					
California	2.8	1.8	3.9	1.4	1.9
Texas	2.7	3.8	2.3	2.5	1.9
Other	2.5	4.1	2.0	1.4	0.7

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-7.—Percent of Migrant Education Programs (MEP) summer-term projects that offered instruction in 1998, by selected project characteristics

Project characteristic	Percent of summer-term projects offering instruction
All	96
Enrollment size of project	
Less than 100	94
100-250	97
Over 250	99
Student population served*	
Elementary-age students only	92
Students of all ages	98
Metropolitan status	
Urban	99
Suburban	95
Rural	96
Region	
Northeast	100
Southeast	86
Central	100
West	97
Selected states	
California	98
Texas	95
Other	95

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Table B-7a.—Standard errors of the percent of Migrant Education Programs (MEP) summer-term projects that offered instruction in 1998, by selected project characteristics

Project characteristic	Percent of summer-term projects offering instruction
All	0.8
Enrollment size of project	
Less than 100	1.3
100-250	0.9
Over 250	0.7
Student population served*	
Elementary-age students only	2.0
Students of all ages	0.6
Metropolitan status	
Urban	0.1
Suburban	1.6
Rural	1.0
Region	
Northeast	0.0
Southeast	2.4
Central	0.0
West	1.2
Selected states	
California	1.1
Texas	2.8
Other	0.9

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-8.—Percent of Migrant Education Program (MEP) summer-term projects providing various instructional services and activities, by selected project characteristics: 1998

Project characteristic	Reading	Other language arts	Math	Science	Social science	Bilingual education/ ESL	Preschool education
All	96	88	87	57	48	69	55
Enrollment size of project							
Less than 100	95	85	84	56	41	57	51
100-250	97	91	94	67	62	82	61
Over 250	99	92	88	52	53	90	59
Student population served[1]							
Elementary-age students only	97	84	84	49	34	51	52
Students of all ages	97	90	89	61	54	79	59
Metropolitan status							
Urban	97	82	90	57	51	79	50
Suburban	95	90	91	69	57	83	62
Rural	98	89	84	49	41	59	51
Region							
Northeast	97	93	85	50	47	71	59
Southeast	96	85	81	50	28	44	56
Central	100	92	88	71	68	74	58
West	95	85	90	61	51	77	52
Selected states							
California	96	84	87	61	51	78	53
Texas	90	76	89	61	51	70	50
Other	97	91	86	56	46	66	57

Table B-8.—Percent of Migrant Education Program (MEP) summer-term projects providing various instructional services and activities, by selected project characteristics: 1998 (continued)

Project characteristic	Special education	GED/high school equivalency	Cultural enrichment	Sports/ recreational activities	Dropout prevention	Vocational/ career counseling	College counseling	Other
All	30	30	68	55	44	41	31	22
Enrollment size of project								
Less than 100	26	24	61	49	33	34	25	18
100-250	40	25	77	72	44	33	28	26
Over 250	32	49	81	55	71	66	52	29
Student population served[1]								
Elementary-age students only	19	(2)	55	51	11	11	(2)	13
Students of all ages	37	44	76	57	61	55	44	27
Metropolitan status								
Urban	24	30	69	56	41	37	31	26
Suburban	37	37	77	55	55	51	51	30
Rural	28	26	62	55	38	36	19	15
Region								
Northeast	37	53	78	46	68	73	49	22
Southeast	26	14	58	53	27	30	17	13
Central	37	35	73	77	42	38	29	25
West	27	22	66	55	38	29	28	24
Selected states								
California	24	25	74	53	44	36	37	20
Texas	34	20	52	43	37	20	22	30
Other	32	33	69	57	45	45	31	21

[1]Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

[2]Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-8a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term projects providing various instructional services and activities, by selected project characteristics: 1998

Project characteristic	Reading	Other language arts	Math	Science	Social science	Bilingual education/ ESL	Preschool education
All	0.6	1.0	1.2	1.8	1.9	1.9	2.0
Enrollment size of project							
Less than 100	0.9	1.6	1.8	2.8	2.4	2.9	2.6
100-250	1.3	2.0	1.1	2.9	4.0	2.8	3.0
Over 250	0.3	1.3	3.2	3.5	5.1	1.6	4.4
Student population served[1]							
Elementary-age students only	0.8	2.2	1.7	3.3	2.6	4.3	3.1
Students of all ages	0.8	1.2	1.5	2.0	2.2	1.7	2.6
Metropolitan status							
Urban	0.2	3.0	0.7	3.1	3.1	3.0	3.4
Suburban	1.3	1.5	1.5	3.0	3.2	2.5	2.8
Rural	0.7	1.6	2.1	3.2	2.5	2.7	3.2
Region							
Northeast	1.6	2.4	3.7	4.4	5.9	3.5	4.5
Southeast	1.2	2.3	2.8	3.1	3.1	3.2	3.8
Central	0.0	2.7	3.6	4.7	5.0	4.3	5.0
West	0.9	1.3	1.3	2.0	2.2	2.2	2.7
Selected states							
California	0.9	2.2	2.2	3.4	3.8	3.8	4.1
Texas	3.3	5.0	3.5	6.7	5.7	4.8	5.9
Other	0.7	1.1	1.6	2.4	2.6	2.1	2.5

Table B-8a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term projects providing various instructional services and activities, by selected project characteristics: 1998 (continued)

Project characteristic	Special education	GED/High school equivalency	Cultural enrichment	Sports/ recreational activities	Dropout prevention	Vocational/ career counseling	College counseling	Other
All	1.6	1.8	1.9	1.6	2.2	1.5	1.6	1.4
Enrollment size of project								
Less than 100	2.2	2.2	2.8	2.1	3.0	2.2	1.9	1.8
100-250	3.9	2.6	3.4	3.6	3.2	3.0	2.5	2.8
Over 250	3.2	4.0	2.7	4.4	3.3	3.4	4.5	2.8
Student population served[1]								
Elementary-age students only	3.2	(2)	3.4	3.9	2.1	1.8	(2)	2.3
Students of all ages	2.1	2.2	1.8	2.1	2.1	2.0	2.5	2.1
Metropolitan status								
Urban	1.8	2.3	3.4	3.2	2.4	2.2	1.8	2.3
Suburban	3.3	4.0	2.4	3.4	3.2	2.9	3.2	2.9
Rural	2.2	2.1	2.6	2.7	3.3	2.2	2.2	1.6
Region								
Northeast	3.7	4.8	2.7	4.6	4.8	3.9	3.9	3.3
Southeast	3.3	2.4	4.1	3.6	3.4	3.5	2.5	2.3
Central	5.0	4.6	4.5	4.3	5.0	4.8	5.3	5.0
West	2.0	1.9	2.7	2.4	2.4	2.2	2.0	2.2
Selected states								
California	3.4	3.3	4.0	3.7	3.7	3.6	3.8	2.7
Texas	5.1	3.8	4.7	5.1	5.7	3.7	3.9	5.0
Other	1.9	2.3	2.2	1.9	2.8	2.1	1.9	1.5

[1]Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

[2]Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-9.—Percent of Migrant Education Program (MEP) summer-term projects providing various support services to students during the project, by selected project characteristics: 1998

Project characteristic	Medical or dental screening	Medical or dental treatment	Meals	Clothing	Trans-portation	Home-school liaison/ social worker/ advocate	Day care provider for student or family	Personal life counsel-ing	Other MEP-funded services
All	41	43	68	36	78	84	13	42	26
Enrollment size of project									
Less than 100	33	36	56	28	70	77	8	40	22
100-250	50	48	84	43	89	93	15	36	26
Over 250	57	58	84	50	87	94	22	54	37
Student population served*									
Elementary-age students only	29	27	58	27	68	68	7	24	20
Students of all ages	48	52	75	42	84	92	16	53	28
Metropolitan status									
Urban	54	57	68	31	79	85	13	46	27
Suburban	45	53	70	33	85	86	14	46	24
Rural	35	32	65	38	73	82	8	36	27
Region									
Northeast	44	54	58	48	88	92	10	72	29
Southeast	30	25	57	47	66	75	6	35	27
Central	62	58	81	38	87	82	33	37	15
West	39	42	74	25	75	84	11	33	26
Selected states									
California	51	58	79	19	72	86	13	32	26
Texas	18	18	57	17	71	80	5	36	25
Other	42	42	66	43	81	84	14	46	26

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Table B-9a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term projects providing various support services to students during the project, by selected project characteristics: 1998

Project characteristic	Medical or dental screening	Medical or dental treatment	Meals	Clothing	Trans-portation	Home-school liaison/ social worker/ advocate	Day care provider for student or family	Personal life counsel-ing	Other MEP-funded services
All	1.9	1.7	1.8	1.7	1.8	1.8	1.0	1.7	1.2
Enrollment size of project									
Less than 100	2.2	2.2	2.5	2.0	2.8	2.7	1.2	2.2	1.5
100-250	2.6	2.9	2.6	3.7	2.7	1.4	2.3	3.3	3.2
Over 250	4.1	4.4	2.3	3.5	2.2	1.8	3.1	3.9	4.1
Student population served*									
Elementary-age students only	2.8	2.7	3.4	3.3	4.0	3.4	1.5	2.6	2.2
Students of all ages	2.1	1.9	1.9	2.3	1.5	1.2	1.5	2.2	1.9
Metropolitan status									
Urban	3.2	3.1	3.2	2.7	3.4	2.0	2.2	2.9	2.3
Suburban	3.2	3.4	3.3	3.1	2.2	2.4	2.5	2.3	2.3
Rural	2.9	2.6	2.8	2.1	2.8	2.5	1.1	2.5	2.2
Region									
Northeast	4.6	3.7	4.1	4.3	2.8	3.2	2.9	4.1	3.7
Southeast	3.0	3.1	3.2	3.3	4.0	3.0	1.4	3.8	3.3
Central	5.1	5.0	5.1	5.3	3.4	4.2	5.4	5.4	3.6
West	2.5	2.3	2.5	2.3	2.5	2.4	1.4	2.3	1.9
Selected states									
California	4.0	3.8	2.8	3.0	3.6	2.3	1.8	3.3	3.3
Texas	3.5	3.1	5.4	3.5	5.8	5.4	2.2	4.5	4.2
Other	2.4	2.1	2.1	2.1	2.3	2.3	1.4	2.2	1.4

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-10.—Percent of Migrant Education Program (MEP) summer-term students for whom academic records, student portfolios, or other indicators of school performance were available selected project characteristics: 1998

Project characteristic	Percent of students with records			
	Available at start of project	Obtained within the first week of attendance	Obtained after the first week of attendance	Never obtained
All	74	10	4	12
Enrollment size of project				
Less than 100	80	7	3	10
100-250	72	11	4	12
Over 250	73	11	5	12
Student population served*				
Elementary-age students only	83	7	3	7
Students of all ages	71	11	5	13
Metropolitan status				
Urban	72	17	4	7
Suburban	74	7	5	14
Rural	76	9	4	12
Region				
Northeast	50	11	10	29
Southeast	79	8	3	11
Central	40	11	12	37
West	80	11	3	6
Selected states				
California	79	12	3	6
Texas	90	5	1	4
Other	63	11	6	20

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

NOTE: Percentages are computed across each row but may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Table B-10a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term students for whom academic records, student portfolios, or other indicators of school performance were available, by selected project characteristics: 1998

Project characteristic	Percent of students with records			
	Available at start of project	Obtained within the first week of attendance	Obtained after the first week of attendance	Never obtained
All	1.7	0.7	0.5	1.6
Enrollment size of project				
Less than 100	1.1	1.1	0.4	0.8
100-250	2.6	1.8	0.7	1.8
Over 250	2.4	0.9	0.7	2.3
Student population served*				
Elementary-age students only	2.2	1.4	0.5	1.6
Students of all ages	1.9	0.8	0.6	2.0
Metropolitan status				
Urban	1.4	0.9	0.4	0.5
Suburban	3.6	0.9	1.0	3.2
Rural	2.3	1.5	0.9	1.8
Region				
Northeast	3.8	2.0	3.1	4.2
Southeast	2.6	1.3	0.7	2.1
Central	9.5	3.2	2.9	10.1
West	1.0	0.8	0.3	0.6
Selected states				
California	1.4	1.0	0.5	0.9
Texas	0.9	0.5	0.2	0.8
Other	3.0	1.4	0.9	3.1

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-11.—Percent of migrant students attending summer-term projects for whom the Migrant Education Program (MEP) projects have information regarding where they will attend the fall term, by selected project characteristics: 1998

Project characteristic	Percent of students
All	89
Enrollment size of project	
Less than 100	90
100-250	86
Over 250	90
Student population served*	
Elementary-age students only	89
Students of all ages	89
Metropolitan status	
Urban	89
Suburban	91
Rural	87
Region	
Northeast	85
Southeast	86
Central	82
West	91
Selected states	
California	92
Texas	94
Other	85

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-11a.—Standard errors of the percent of migrant students attending summer-term projects for whom the Migrant Education Program (MEP) projects have information regarding where they will attend the fall term, by selected project characteristics: 1998

Project characteristic	Percent of students
All	0.7
Enrollment size of project	
Less than 100	1.3
100-250	2.1
Over 250	0.7
Student population served*	
Elementary-age students only	1.0
Students of all ages	0.8
Metropolitan status	
Urban	0.6
Suburban	1.0
Rural	1.4
Region	
Northeast	2.5
Southeast	1.0
Central	4.0
West	0.6
Selected states	
California	0.7
Texas	1.3
Other	1.2

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-12.—Percent of Migrant Education Program (MEP) summer-term projects indicating that they created/updated records based on the 1998 MEP summer-term activities or instruction, and the percent including various information in the records, by selected project characteristics: 1998

Project characteristic	Created/ updated records	Included on records					
		Program eligibility	Courses	Hours/credits	Assessments	Health assessments	Updates on previous records
All	88	88	62	61	63	48	74
Enrollment size of project							
Less than 100	83	85	60	53	61	38	72
100-250	94	91	66	57	68	60	71
Over 250	96	93	63	82	62	62	80
Student population served*							
Elementary-age students only	80	83	42	34	52	37	71
Students of all ages	92	91	71	73	68	54	76
Metropolitan status							
Urban	95	88	72	70	68	52	74
Suburban	90	90	70	66	67	48	72
Rural	86	87	56	58	58	47	76
Region							
Northeast	93	90	59	80	69	50	83
Southeast	79	83	50	44	59	26	77
Central	91	94	69	57	69	65	72
West	88	88	66	58	59	51	70
Selected states							
California	93	90	66	64	59	63	71
Texas	87	79	61	57	55	24	74
Other	87	89	61	60	65	47	75

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998

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Table B-12a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term projects indicating that they created/updated records based on the 1998 MEP summer-term activities or instruction, and the percent including various information in the records, by selected project characteristics: 1998

Project characteristic	Created/ updated records	Included on records					
		Program eligibility	Courses	Hours/credits	Assessments	Health assessments	Updates on previous records
All	1.5	1.2	1.7	2.1	1.7	2.3	1.9
Enrollment size of project							
Less than 100	2.3	1.8	2.8	3.0	3.0	2.8	2.5
100-250	1.5	1.9	2.8	3.5	3.3	3.8	3.2
Over 250	1.3	1.7	3.4	2.5	3.2	3.6	3.0
Student population served*							
Elementary-age students only	3.0	2.5	3.8	3.3	3.8	3.7	3.5
Students of all ages	1.3	1.4	2.2	1.9	2.0	2.6	2.3
Metropolitan status							
Urban	2.2	1.8	3.1	3.1	2.8	3.2	2.4
Suburban	1.9	1.7	2.3	2.8	2.4	3.3	3.5
Rural	2.1	2.0	2.6	3.1	2.9	3.7	2.5
Region							
Northeast	3.1	2.6	3.9	3.9	4.6	4.8	4.2
Southeast	3.3	3.2	4.1	4.1	4.1	3.5	2.9
Central	3.0	2.0	5.2	4.8	5.1	6.1	5.7
West	2.2	1.5	2.5	2.2	2.1	2.5	2.7
Selected states							
California	1.8	2.5	4.0	3.3	3.6	3.7	3.4
Texas	3.8	4.8	6.0	5.9	5.5	4.7	6.5
Other	1.9	1.4	1.9	2.2	2.3	3.0	2.3

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-13.—Percent of migrant student records obtained in various ways by Migrant Education Program (MEP) summer-term projects, by selected project characteristics: 1998

Project characteristic	Already on file	Auto-matically sent	Requested	State	Multistate	Informal briefing	Hand-carried	Other
All	74	4	7	3	4	2	3	6
Enrollment size of project								
Less than 100	73	2	12	5	1	3	2	2
100-250	69	3	6	7	5	2	5	5
Over 250	76	5	6	2	3	2	3	7
Student population served[1]								
Elementary-age students only	74	4	8	3	3	1	4	1
Students of all ages	74	3	6	3	4	2	3	7
Metropolitan status								
Urban	83	6	4	2	3	1	2	2
Suburban	71	4	8	3	1	2	4	9
Rural	74	2	7	5	5	3	4	4
Region								
Northeast	46	1	13	12	(2)	2	3	19
Southeast	76	2	10	2	3	3	5	2
Central	46	(2)	7	5	13	4	6	22
West	82	5	5	2	3	1	3	2
Selected states								
California	84	4	4	1	(2)	1	1	3
Texas	86	8	6	1	9	1	6	(2)
Other	61	2	9	6	5	3	4	10

[1]Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

[2]Less than 0.5 percent.

NOTE: Percentages are computed across each row but may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-13a.—Standard errors of the percent of migrant student records obtained in various ways by Migrant Education Program (MEP) summer-term projects, by selected project characteristics: 1998

Project characteristic	On file	Auto-matically sent	Requested	State	Multistate	Informal briefing	Hand-carried	Other
All	2.1	0.8	0.8	0.6	0.5	0.2	0.4	1.7
Enrollment size of project								
Less than 100	1.9	0.6	1.6	0.8	0.4	0.6	0.2	0.3
100-250	2.9	1.3	1.1	1.8	1.5	0.6	0.8	1.5
Over 250	2.9	1.1	0.8	0.5	0.6	0.2	0.5	2.5
Student population served[1]								
Elementary-age students only	4.5	3.3	1.4	1.2	0.4	0.3	0.8	0.4
Students of all ages	2.4	0.6	0.7	0.6	0.6	0.1	0.4	2.1
Metropolitan status								
Urban	3.1	2.3	0.8	0.2	0.3	0.1	0.2	0.3
Suburban	4.3	1.0	1.1	0.8	0.4	0.4	0.8	3.7
Rural	2.34	1.0	1.0	1.3	1.4	0.5	0.6	1.4
Region								
Northeast	6.8	0.3	3.0	3.6	(2)	0.5	0.7	5.5
Southeast	1.9	0.5	1.3	0.2	0.5	0.3	1.0	0.2
Central	10.7	(2)	2.3	2.8	5.2	0.9	1.3	15.0
West	2.0	1.2	0.6	0.7	0.4	0.2	0.5	0.7
Selected states								
California	2.9	1.7	0.8	0.6	(2)	0.4	0.3	1.0
Texas	1.7	1.8	0.4	0.2	1.6	0.1	2.1	(2)
Other	3.4	0.7	1.3	1.1	0.9	0.2	0.4	3.7

[1]Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

[2]Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Table B-14.—Percent of Migrant Education Programs (MEP) summer-term projects indicating how frequently they forwarded student records in various ways: 1998

Student records forwarded	Never	Sometimes	Usually	Always
Forwarded to the students' new school	24	16	21	39
Held until requested by students' next school	30	27	23	21
Forwarded to the state MEP office	49	6	4	40
Forwarded directly to a multistate MEP database	72	4	3	21
Given to the student to hand-carry	58	31	5	6

NOTE: Percentages are computed across each row but may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-14a.—Standard errors of the percent of Migrant Education Programs (MEP) summer-term projects indicating how frequently they forwarded student records in various ways: 1998

Student records forwarded	Never	Sometimes	Usually	Always
Forwarded to the students' new school	1.5	1.2	1.8	1.8
Held until requested by students' next school	1.7	1.8	1.9	1.5
Forwarded to the state MEP office	2.5	1.1	0.6	2.1
Forwarded directly to a multistate MEP database	1.5	0.9	0.6	1.2
Given to the student to hand-carry	1.8	1.6	0.8	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Table B-15.—Percent of Migrant Education Program (MEP) summer-term projects indicating that they always or usually forwarded student records in each of various ways, by selected project characteristics: 1998

Project characteristic	Percent of MEP summer-term projects that usually or always:				
	Forwarded to students' next schools	Held until requested by students' next schools	Forwarded to state MEP office	Forwarded to multistate MEP database	Given to student to hand-carry
All	60	44	44	24	11
Enrollment size of project					
Less than 100	61	49	52	23	8
100-250	53	43	51	26	18
Over 250	62	32	23	21	10
Student population served*					
Elementary-age students only	64	45	43	28	8
Students of all ages	58	43	47	22	12
Metropolitan status					
Urban	52	41	43	23	9
Suburban	54	41	40	17	8
Rural	66	48	51	30	13
Region					
Northeast	66	47	57	7	2
Southeast	63	49	41	36	9
Central	48	52	51	33	26
West	58	38	38	24	12
Selected states					
California	51	32	21	8	7
Texas	69	42	54	70	27
Other	61	48	52	22	10

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

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Table B-15a.—Standard errors of the percent of Migrant Education Program (MEP) summer-term projects indicating that they always or usually forwarded student records in each of various ways, by selected project characteristics: 1998

Project characteristic	Percent of MEP summer-term projects that usually or always:				
	Forwarded to students' next schools	Held until requested by students' next schools	Forwarded to state MEP office	Forwarded to multistate MEP database	Given to student to hand-carry
All	2.0	2.2	2.3	1.4	1.0
Enrollment size of project					
Less than 100	2.8	3.0	3.6	1.9	1.5
100-250	3.6	3.7	3.4	3.9	2.7
Over 250	4.9	3.1	2.7	2.8	2.0
Student population served*					
Elementary-age students only	4.0	3.5	4.2	3.0	1.6
Students of all ages	2.4	2.3	2.3	1.8	1.3
Metropolitan status					
Urban	3.3	2.8	2.6	2.2	2.2
Suburban	3.4	3.8	3.4	2.1	1.6
Rural	2.7	2.8	3.7	2.4	1.9
Region					
Northeast	4.9	6.3	5.2	2.5	0.9
Southeast	3.9	3.6	4.0	3.0	2.4
Central	6.1	5.5	5.9	5.0	5.7
West	2.8	2.9	2.6	2.4	1.9
Selected states					
California	3.8	3.4	2.3	1.9	2.0
Texas	6.7	5.0	5.6	5.2	6.4
Other	2.6	2.8	2.8	1.7	1.2

*Estimates are not reported for projects serving secondary-age students only because too few 1998 MEP summer-term projects served students at this level. Data for students of all ages are included in the totals and in analyses by other MEP characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Education Projects, 1998.

Appendix C

Survey Questionnaire

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

PARTICIPATION OF MIGRANT STUDENTS IN TITLE I MIGRANT EDUCATION PROGRAM (MEP) SUMMER-TERM EDUCATION PROJECTS

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED
O.M.B. NO.: 1850-0733
EXPIRATION DATE: 7/31/1999

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS OF SELECTED TERMS

This survey should be completed by the director of the Migrant Education Program (MEP) listed on the label below or by the administrator affiliated with that program who is most familiar with the operations of the MEP summer-term project.

MEP: Migrant Education Program. See Migrant Education Program definition below.

Migrant Education Program (MEP): a federally funded program designed to meet the special educational needs of migrant students. It is authorized under Title I, part C of the Elementary and Secondary Education Act.

Migrant Education Program Summer-Term Projects: projects that use MEP funds to provide instructional and/or support services to migrant students during the summer.

Migrant Student: a person below 21 years of age and without a high school diploma who is, or whose parent, spouse, or guardian is, a migratory agricultural worker (including a migratory dairy worker or fisher), and who has changed school districts in the preceding 3 years in order to (a) obtain seasonal employment in agricultural or fishing work or (b) accompany or join a parent, spouse, or guardian who moves to obtain temporary or seasonal employment in agricultural or fishing work.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form: _____ Telephone: _____

Title/position: _____

Name of MEP Program: _____

Best days and times to reach you (in case of questions): _____

E-mail: _____

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CONTACT:
WESTAT 1550 Research Boulevard Rockville, Maryland 20850 Attention: 900312-Heaviside	Sheila Heaviside 800-937-8281, ext. 8391 Fax: 800-254-0984 E-mail: HEAVISS1@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

FRSS Form No. 62, Exp. 7/31/1999

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1. Did your Migrant Education Program (MEP) operate a summer-term project for migrant students in 1998?

   Yes 1
   No ..... 2 *(Please complete the contact information on the cover and return the questionnaire to Westat.)*

Program Operations

2. What were the beginning and ending dates of your 1998 MEP summer-term project?

	Month	Day	Year
Beginning date	_____	_____	1998
Ending date	_____	_____	1998

3. Please circle all grade levels served by your 1998 MEP summer-term project.

   Preschool K 1 2 3 4 5 6 7 8 9 10 11 12 Dropouts over 17 Ungraded
   If ungraded, indicate ages served _____ - _____yrs.

4. For the 1998 summer term, what was the total number of migrant students who were provided MEP-funded instructional or support services by this MEP project? *(Do not include migrant students who received just identification and recruitment services.)*

   _____ Migrant students

5. Estimate the percentage of migrant students enrolled in the 1998 summer-term project whose 1997-98 regular term was spent primarily at: *(Each student should be counted only once.)*

a. A school in this MEP project's service area	_____%
b. Another MEP from which this project has received students in the past	_____%
c. Another MEP from which this project has not received students in the past	_____%
d. This was the student's first MEP enrollment (e.g., students new to the country, students recruited for the first time)	_____%
e. Don't know (we could not determine the student's MEP enrollment history)	_____%
	100 %

6. Were there any 1998 non-MEP-funded summer programs in which migrant students could participate provided by your district or districts in your service area? Yes ..... 1 No 2

7. What organizational entity had the primary administrative control over the staff who delivered your 1998 MEP summer-term project services to students? (*Circle one.*)

The school(s)	1
Your school district or local education agency (LEA)	2
A coalition of contiguous school districts that participated in this MEP	3
The regional office of the state education agency	4
The state education agency (SEA)	5
A college or university	6
A community group (e.g., Community Action Program)	7
Other organizations (*specify*) _____	8

Enrolling Students into the Summer-Term MEP

8. For what percentage of students in your MEP summer-term project were academic records, student portfolios, or other indications of school performance that could be used to place students:

a. Already available at the start of the project?	_____%
b. Obtained within the first week of the student's attendance?	_____%
c. Obtained after the first week of the student's attendance?	_____%
d. Not obtained at all?	_____%
	100 %

9. For how many students was each type of information available on migrant student records that you obtained or that were already available?

	None	Few	Some	All or most
a. Last address	1	2	3	4
b. Information on program eligibility	1	2	3	4
c. Indication of student's English proficiency	1	2	3	4
d. Achievement test scores	1	2	3	4
e. Transcripts	1	2	3	4
f. Last grade completed	1	2	3	4
g. High school graduation requirements that have been met	1	2	3	4
h. Health information/vaccination history	1	2	3	4
i. Other (*specify*) _____	1	2	3	4

10. Please estimate the percentage of the migrant student records you received in each of the following ways.

a. Records already on file	_____ %
b. The sending school sent records automatically (we did not have to request them)	_____ %
c. We requested records from the sending school	_____ %
d. We obtained records through the state MEP office	_____ %
e. We obtained records through a multistate electronic database	_____ %
f. We called the sending school for informal briefings	_____ %
g. Students and parents hand-carried them	_____ %
h. Other (*specify*) _____	_____ %

Services Provided to Migrant Students

11. For about how many students was each of the following methods used by your 1998 MEP summer-term project to determine students' educational and support needs?

	None	Few	Some	All or most
a. Reviewed records from sending school	1	2	3	4
b. Talked to the sending school	1	2	3	4
c. Talked to parents	1	2	3	4
d. Tested students using standardized tests	1	2	3	4
e. Tested students using local or teacher-developed tests	1	2	3	4
f. Provided services that did not depend on assessing needs	1	2	3	4

12. Did your 1998 MEP summer-term project offer instruction? Yes ..... 1 No ..... 2 *(If no, skip to question 15)*

13. Indicate whether the instructional services were offered for each grade level by your 1998 MEP summer-term project. *(Circle all that apply for each level.)*

	Elementary school	Middle school	Senior high
a. Bilingual education/ English as a second language	1	2	3
b. Reading	1	2	3
c. Other language arts	1	2	3
d. Mathematics	1	2	3
e. Science	1	2	3
f. Social science	1	2	3
g. Cultural enrichment	1	2	3
h. Sports, recreational activities	1	2	3
i. Preschool	1	2	3
j. Special education	1	2	3
k. Dropout prevention	1	2	3
l. GED or other high school equivalency instruction	1	2	3
m. Vocational/career counseling	1	2	3
n. College counseling	1	2	3
o. Other instructional services (*specify*) _____	1	2	3

14. Estimate the percentage of 1998 MEP summer-term students for whom each of the following was the **primary** way their summer instruction was organized. *(Count each student only once.)*

a. Remediation following a review of the student's records	_____ %
b. Remediation based on a direct assessment made at this project	_____ %
c. Preparation for the program the student will be attending next	_____ %
d. Enrichment activities (e.g., field trips, recreation)	_____ %
e. Other (*specify*) _____	_____ %
	100 %

15. Were the following MEP-funded support services provided to students during the 1998 summer-term project?

	Yes	No
a. Medical or dental screening	1	2
b. Medical or dental treatment	1	2
c. Meals	1	2
d. Clothing	1	2
e. Transportation	1	2
f. Home-school liaison/social worker/advocate	1	2
g. Day care provided for students or family	1	2
h. Personal life counseling	1	2
i. Other MEP-funded support services (*specify*) _____	1	2

16. Did your MEP create/update records based on the 1998 MEP summer-term project activities/instruction?

Yes ..... 1 No..... 2 *(If no, skip to question 19)*

17. What information did your MEP program staff include in records for students who attended the 1998 MEP summer-term project?

	Yes	No
a. Program eligibility information	1	2
b. Courses	1	2
c. Hours/credits	1	2
d. Assessments	1	2
e. Health assessments	1	2
f. Update previous records	1	2
g. Other *(specify)* _____	1	2

18. How frequently did you or will you do each of the following with the completed student records?

	Never	Sometimes	Usually	Always
a. Forwarded to the students' next schools	1	2	3	4
b. Held until requested by students' next schools	1	2	3	4
c. Forwarded to the state MEP office	1	2	3	4
d. Forwarded directly to a multistate MEP database	1	2	3	4
e. Given to the student to hand-carry	1	2	3	4
f. Other *(specify)* _____	1	2	3	4

19. By the end of the summer term, for what percentage of migrant students do you or will you have information on the school they will attend in the fall term?

_____ Percent migrant students

Technical Assistance

20. Following is a list of technical services that states may provide to MEP projects. Which of these did your state provide to this 1998 MEP summer-term project?

	Yes	No
a. Preparing MEP program application	1	2
b. Preparing annual MEP report	1	2
c. Identifying and recruiting eligible migrant students	1	2
d. Planning or conducting a needs assessment	1	2
e. Planning instructional services	1	2
f. Planning support services	1	2
g. Staffing the project	1	2
h. Providing instruction to staff	1	2
i. Fiscal planning	1	2
j. Other (*specify*) _____	1	2

Costs

21. What was your total MEP budget for 1997-1998? _____Dollars

22. Can you provide a separate estimate of the budget for the 1998 MEP summer-term project from the total 1997-98 MEP budget?

Yes 1

No..... 2

23. If yes, what was the total budget for the 1998 MEP summer project?

_____Dollars

Please keep a copy for your records. Thank you for your assistance.

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